

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180016

Grants.gov Tracking#: GRANT12657819

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Maine System acting through the Univ. of Maine

* b. Employer/Taxpayer Identification Number (EIN/TIN):

016000769

* c. Organizational DUNS:

1868757870000

d. Address:

* Street1:

5717 Corbett Hall

Street2:

* City:

Orono

County/Parish:

Penobscot

* State:

ME: Maine

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

04469-5717

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Stephen

Middle Name:

* Last Name:

Hornsby

Suffix:

Title:

Director, Canadian American Center

Organizational Affiliation:

University of Maine System acting through the Univ. of ME

* Telephone Number:

207-581-4226

Fax Number:

* Email:

hornsby@maine.edu

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Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Northeast National Resource Center on Canada

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant ME-002

* b. Program/Project ME-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding (\$):

* a. Federal	1,486,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,486,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Christopher

Middle Name:

* Last Name: Boynton

Suffix:

* Title: Director of Research Administration

* Telephone Number: 207-581-1484

Fax Number: 207-581-1479

* Email: umgrants@maine.edu

* Signature of Authorized Representative: Christopher Boynton

* Date Signed: 06/20/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Maine System acting through the Univ. of Maine

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	35,685.00	51,245.00	46,725.00	42,218.00		175,873.00
2. Fringe Benefits	15,303.00	19,325.00	17,091.00	19,244.00		70,963.00
3. Travel	55,850.00	48,900.00	53,735.00	49,900.00		208,385.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	31,815.00	33,919.00	33,018.00	34,222.00		132,974.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	90,977.00	78,092.00	80,912.00	85,897.00		335,878.00
9. Total Direct Costs (lines 1-8)	229,630.00	231,481.00	231,481.00	231,481.00		924,073.00
10. Indirect Costs*	20,370.00	18,519.00	18,519.00	18,519.00		75,927.00
11. Training Stipends	121,500.00	121,500.00	121,500.00	121,500.00		486,000.00
12. Total Costs (lines 9-11)	371,500.00	371,500.00	371,500.00	371,500.00		1,486,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS, Michael Leonard, 212-264-2069

The Indirect Cost Rate is 33.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180016

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
University of Maine System acting through the Univ. of Maine		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Christopher Boynton	Director of Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Maine System acting through the Univ. of Maine	06/20/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text" value="04469-5717"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="ME: Maine"/> Zip <input type="text" value="04469-5717"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="ME: Maine"/> Zip <input type="text" value="04469-5717"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Christopher Boynton"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/20/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-GEPA 427 narrative Northeast NRC on C

Add Attachment

Delete Attachment

View Attachment

Northeast National Resource Center on Canada:
Consortium of University of Maine and SUNY Plattsburgh

Plan for ensuring equity of access and participation in grant activities
Section 427 of GEPA

The University of Maine and State University of New York at Plattsburgh (SUNY Plattsburgh) comply with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, and national origin, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975 which prohibits discrimination on the basis of age, and they comply with their state's human rights laws.

In complying with the letter and spirit of applicable laws and pursuing their own goals of diversity, the University of Maine and SUNY Plattsburgh are equal opportunity employers and educational institutions. They do not discriminate on the grounds of gender, race, national origin, color, religion, sexual orientation, veteran status, citizenship status, disability, or age. Both universities regard freedom from discriminatory harassment as an individual employee and student right which is safeguarded as a matter of policy. They are committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities, and each university actively recruits employees from minority and other underrepresented groups.

The University of Maine is committed to creating and sustaining a welcoming environment for all students, faculty, staff and visitors. That environment, critical to the

vigorous discovery/learning process that defines a university, also depends on diversity – diversity of ideas, cultures, experiences and backgrounds. The University’s Diversity Action plan guides our efforts to achieve seven key goals: communicate clearly and affirmatively the University’s commitment to diversity; make substantial progress on our Affirmative Action goals; retain employees of difference; value diversity as an essential component of the curriculum; increase the percentage of undergraduate and graduate students of color; retain those students through degree completion; and offer programming to sustain a community of respect for difference. Many groups and departments at the University of Maine participate in the activities that fulfill these goals – The Canadian-American Center tops the list.

Diversity at SUNY Plattsburgh is not articulated from the margins, but featured prominently as one of the core values of the institution. The division of Academic Affairs has dedicated resources to supporting an administrative unit empowered specifically to develop and direct diversity initiatives that are available as resources to the entire university and surrounding community. Our faculty continues to demonstrate that they are passionate about providing their students with broad based educational experiences. Many of the faculty include within their curriculum the experiences of underrepresented voices, as well as structure some of their programming initiatives to educate their students about diversity. The division of Student Affairs supports and facilitates a multitude of Multicultural Clubs and Student Organizations. The Student Association provides structured support, both financially and programmatically, to the advancement of diverse student celebrations and organizations. Also, College Auxiliary Services and the College Foundation have been financially supportive of diversity initiatives that offer the opportunity to advance the college community.

It is the policy of the State University of New York College at Plattsburgh to provide equal opportunity in education and employment for all qualified persons; to prohibit illegal discrimination based on age, race, religion, color, national origin, sex, marital or veteran status, or physical or mental handicapping condition, and to promote the full realization of equal education and employment opportunity through a positive and continuing program of affirmative action for the college as a whole and for each constituent unit. This policy governs all college educational and employment policies, practices and actions, including, but not limited to, recruitment, appointment, enrollment, rate of pay and other compensation, advancement, upgrading, promotion, financial aid, demotion, renewal, non-renewal, termination, dismissal, transfer, layoff, leave, training, employees' benefits, grading, and program access. All program activities will be open to all potential participants regardless of gender, race, national origin, color, disability, or age.

As outlined in our proposal, the Northeast National Resource Center on Canada (UMaine and SUNY Plattsburgh) plans to conduct programs involving faculty, students, teachers, and the general public. All grant funded programs are available to people regardless of gender, race, national origin, color, religion, sexual orientation, veteran status, citizenship status, disability, or age. Staff, facilities and technology are available on each campus for providing presentations and teaching materials in an appropriate medium or any learner or attendee, and every effort is made to locate programming in handicapped accessible spaces.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Maine System acting through the Univ. of Maine

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Christopher Middle Name:
* Last Name: Boynton Suffix:
* Title: Director of Research Administration

* SIGNATURE: Christopher Boynton

* DATE: 06/20/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Stephen		Hornsby	

Address:

Street1:	154 College Ave
Street2:	
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County:	Penobscot
State:	ME: Maine
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Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
207-581-4226	

Email Address:

hornsby@maine.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

NORTHEAST NATIONAL RESOURCE CENTER ON CANADA

Consortium of University of Maine and SUNY-Plattsburgh

Alignment with Title VI Purpose: The Northeast National Resource Center on Canada has significant experience as a National Resource Center on Canada and is the national leader in Canadian Studies, offering comprehensive interdisciplinary teaching, research, and outreach programs. The programs featured in our Consortium's Application Narrative and Budget contribute significantly to the national interest in advanced research and scholarship, offer intensive language instruction in French, utilize leading library collections dedicated to Canada, and deliver local, regional, and national Canada-focused curriculum development training workshops, institutes, colloquia, and conferences.

Specific Activities 2018-2022: We request **\$250,000** each year for our NRC, and **\$121,500** for FLAS. For the NRC, we request direct support for an exceptional range of innovative K-16 program activities that address issues of global importance and teacher training. Building on our stellar record in Canadian Studies, the Consortium will annually organize and convene professional development workshops exclusively for Minority Serving Institutions (MSI) community college and university faculty, will offer multiple colloquia and conferences in partnership with several leading Canadian and American institutions/associations of higher learning, engage distinguished visiting speakers, and develop new Canadian Studies cartographic publications. NRC support will also underwrite salaries and course development on Canada; professional development opportunities for faculty and staff; and Consortium operations, including library, office supplies, and K-12 instructional support materials. Summer teacher training institutes in French and English will be held annually in Québec. For FLAS, Maine requests \$121,500 for three AY and three summer FLAS fellowships. Drawing on our existing, highly successful Consortium evaluation plan, we have put in place an enhanced four-year evaluative model, emphasizing qualitative and quantitative assessment criteria, that will track and meaningfully measure the impacts and effectiveness of our programs and ensure the Consortium's leading role in Canadian Studies in the United States.

Outcomes of Proposed Project: The Consortium will use NRC and FLAS funds to increase scholarly and public understanding of global issues as related to Canada and the United States, provide multiple opportunities for teacher training, create language immersion programs, and train the next generation of Canadian Studies graduate students. All these will be measurable through our Performance Measure Forms. The singular, overriding objective of our Consortium is to identify, promote, and deliver innovative Canada-focused curriculum and scholarly development initiatives that advance diverse perspectives, generate engagement and debate on world regions and international affairs, promote a commitment to government service, education, business, and the non-profit sector, and deliver outstanding teacher training programs on Canada, both in English and French.

Degree Programs, Language, and Disciplines: The Consortium offers 114 courses on Canada, 38 of which are 100% Canadian content, covering the Arts & Humanities, Social & Behavioral Sciences, Natural Sciences, and Professional Schools. The Consortium is committed to intensive French-language training, and Maine currently holds FLAS Fellowships. SUNY-Plattsburgh

offers an Individualized Studies Program major and minors in Canadian Studies and Québec Studies; Maine offers a Canadian Studies minor and also a concentration in the International Affairs major. In addition, Maine provides the Consortium's Canadian Studies graduate programs in History, Modern Languages and Classics (French), and in environmental sciences.

Faculty: The Consortium has 58 expert faculty dedicated completely or in part to Canadian Studies, featuring internationally award-winning scholars, who publish in leading academic journals and with major university presses.

Staff: The Consortium has 10 professional and clerical staff directly supporting the operations of the NRC, all of them with long experience working in the Canadian Studies field (including two Canadian Studies librarians with Ph.D.s and five staff with M.A.s).

Libraries: Maine's Canadian collection meets national research standards and serves graduate and undergraduate programs; Plattsburgh's collection primarily serves undergraduates. Both libraries are selective repositories for Canadian government documents. Unique Canadian collections have been acquired at both universities. Maine also supports the Canadian collection in the University of Maine Law School library.

Information Systems: The Consortium's Canadian Studies courses, library resources, and digital collections are available through online library catalogues, web, and interlibrary loan. Maine is increasingly using the university's digital commons to make available its unique Canadian Studies cartographic materials.

Outreach: The Consortium is at the forefront in planning and delivering innovative content-rich outreach programs in Canadian Studies to local, regional, and national audiences, especially to K-12 schools, two and four-year colleges and universities, business, media, and the general public. French language training is an integral part of this outreach effort. Teacher training institutes are held every in Canada every year.

NRC/FLAS Competitive Preference Priorities: Our Title VI Application Narrative and Budget advances original programming that addresses NRC Competitive Preference Priority 1 (with a strong focus on MSIs and community colleges), and NRC Competitive Preference Priority 2 (collaborative activities with schools of education, schools of liberal arts and sciences, and teacher education programs). Our FLAS application addresses Competitive Preference Priority 2 by providing fellowship support to students who will become K-12 teachers.

Project Narrative File(s)

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A. Program Planning and Budget

1. Activities: The Northeast Consortium on Canada, comprised of the Canadian-American Center at the University of Maine (ME) and the Center for the Study of Canada/Institute on Québec Studies at the State University of New York Plattsburgh (SUNY-P), propose a series of dynamic national educational initiatives throughout the FY2018-2021 project period that will compliment and significantly expand our current exemplary range of Consortium Canadian Studies (CS) programs. These initiatives fulfill both **Absolute** and **Competitive Preference Priorities** for the National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Programs.

First, our Consortium will, in partnership with the American Association of Community Colleges (AACC), the American Association of Colleges and Universities (AACU), and select Canadian Consulate Generals across the U.S. (New York City, San Francisco, Minneapolis, Detroit), organize and convene annual multi-state professional development curriculum workshops on Canada, starting in Spring 2019, exclusively for community college and university professors at designated Minority Serving Institutions (MSIs)(**Competitive Preference Priority 1**). These workshops will be geared toward introducing, increasing, and institutionalizing instructional content and research on Canada at community colleges and MSIs across the United States.

Second, in October 2020, ME and SUNY-P will organize and convene, in partnership with the National Council for Social Studies (NCSS), a conference at the Embassy of Canada in Washington D.C., titled “Canada and the American K-12 Curriculum: A National Perspective” (**Competitive Preference Priority 2**). This conference, dedicated to a national evaluative assessment of the place of Canada in the elementary and secondary schools of America, will

examine the inclusion of Canada in curriculum educational standards across all fifty states and D.C., existing best instructional practices, and practical program initiatives (including training workshops and tailored curriculum materials) to advance and sustain the place of Canada as a permanent feature of the American K-12 academic experience. A second volume of the Consortium publication, *The K-12 National Directory on Canada*, will result from the conference.

The third Consortium initiative on Canada, in partnership with the Northwest National Resource Center for the Study of Canada, is the establishment of the “National Colloquium on Canada” to present diverse perspectives and generate debate on Canada as a world region (**Absolute Priority 1**). The four principal American university centers on Canada will collaboratively plan and host an annual scholarly colloquium in our respective areas of teaching and research specialty on Canada, with select essays from each colloquium forming the basis of a special peer-reviewed issue of the *American Review of Canadian Studies* (ARCS). Working with the Association of Canadian Studies in the United States (ACSUS), École nationale d’administration publique (ÉNAP), Université du Québec à Montréal (UQAM), the Québec Studies Program at McGill University, and Fulbright Canada, SUNY-P will organize and convene the first initiative in Montréal on March 7-9, 2019, on the theme of “Québec 2019: Social, Economic, Political, Historical, and Cultural Dimensions.” An edited collection will also be published with University of Toronto Press. The Canadian Studies Center at the University of Washington will organize and convene the second annual colloquium, “Inuit Nunangat (Canada) as an Emerging Region in Canadian Studies: Teaching Arctic Studies South of the Treeline.” This colloquium will result in a volume on Inuit Studies to be published by Canadian Scholars. The third National Colloquium on Canada, organized by the Center for Canadian-American

Studies at Western Washington University, will focus on the theme of “Transboundary Teaching: Learning About/Across Borders.” The fourth colloquium, led by the Canadian-American Center at ME, will be held in Spring 2022, focusing on “New Directions in the Northeastern Borderlands,” a two-day event where Canadian and American scholars explore new approaches to studying the history of the Northeastern borderlands.

Addressing **Absolute Priority 2**, K-12 teacher training, the Consortium is planning a week-long “*Québec Dimensions Summer Institute for K-12 Professionals*” in Canada to train master teachers and curriculum coordinators. The “*Summer Institute*” will be offered in English in 2019 and 2021, and in a French immersion format in 2020 and 2022. Canadian and Québec content provided during the “*Québec Dimensions Summer Institutes*” is designed to support American educators of comparative cultures; world, U.S. and AP history; North American geography; and French language classes.

During the project period, the Consortium also proposes to annually design and execute one-day K-12 “*Teaching Canada Workshops*” focusing on Canadian content curriculum materials for both elementary and secondary education. Using a needs-based approach, these workshops will be developed for replication in different regions across the country. The “*Teaching Canada in Elementary Classrooms*” workshop will service teachers in states that require significant teaching on Canada at the elementary level, including NY, MA, GA, CO, and OK. The “*Teaching Canada within the History of the Americas*” workshop will service nationwide International Baccalaureate History of the Americas secondary teachers with a focus on the Indigenous Peoples of Canada, Canada’s confederation, and 20th century topics such as Canadian multiculturalism, the Depression in Canada, and Canada’s involvement in World Wars.

With leading social studies experts advocating for a focus in lesson plan development on

Inquiry Design Models (IDM), the Consortium proposes the creation of *Questions about Canada Inquiry Design Models* to generate new Consortium K-12 teacher resource materials. Inquiry teaching resources will be developed on questions relevant to specific curriculum requirements, with examples such as: “How did Canada become an Independent Country,” “What makes Québec Distinct,” “Is Free Trade with Canada really Free,” “How do Citizens Vote for the Prime Minister of Canada,” and “Should the United States adopt the Canadian Health Care System?” CS scholars will participate in the production of these inquiry resources in accordance with current NCSS C3 Frameworks and standardized Inquiry Design Model format.

Alongside the development of *Teaching Canada Workshops* and *Questions about Canada Inquiry Design Models*, the Consortium will expand its online presence by developing a new co-branded *Teaching Canada Website* and enhance the *Teaching Canada eNewsletter* to ensure ongoing national accessibility of our resources. Presentations given at workshops and conferences will also be delivered as webinars, made publically available through Vimeo. A further resource designed as a compliment to ME’s *The Canada Valise*, are *Canadian Cultural Satchels* that include hands-on teaching resources to be nationally circulated among classrooms, offering a first-hand immersive experience through a toolkit experience. *Canadian Cultural Satchels* on French speaking and Indigenous communities are a priority for this initiative.

The Consortium will further disseminate targeted Canadian instructional curriculum resources by offering annual CS workshops and exhibit booths at state-wide, regional, and national conferences hosted by Councils on Social Studies (including annual half-day pre-conference teaching clinics at the NCSS conference), Geography Alliances, Councils of History Education, and foreign language associations (**Competitive Preference Priority 2**). SUNY-P will also work directly with the Teacher Education Unit and the North Country Teachers

Resource Center to annually deliver credit-bearing CS professional development workshops for local and regional in-service and pre-service teachers, and lead an initiative, in concert with the New York State Department of Education and New York State Council for the Social Studies, to produce a Canadian content curriculum resource guide for New York State elementary and middle school teachers and curriculum coordinators.

To further advance joint CS program initiatives, our Consortium will undertake an annual faculty exchange program, provide a significant commitment to print and online Canadian content research/library source materials, and collaborate with ACSUS and the American Council for Québec Studies (ACQS) to organize and convene special K-16 plenary sessions focusing on pedagogical teaching materials on Canada and Québec at conferences each year from 2018-22.

In addition to these joint initiatives, both members of the Consortium propose a rich variety of CS program initiatives. ME's flagship project for this grant cycle is a globally significant initiative to map the impact of climate change on the Canadian Arctic (**Absolute Priority 1**). Building on the visit of Sheila Watt-Cloutier, former international chair of the Inuit Circumpolar Council (funded by Title VI in a previous grant cycle), we will work with the university's Climate Change Institute and cartographer Dr. Margaret Pearce to develop a map illustrating the impact of climate change on the Inuit and Arctic environment. Pearce's recent printed and digital map *Coming Home to Indigenous Place Names in Canada* (2017), funded by Title VI, was co-winner (with National Geographic Magazine's *Melting of Antarctica*) in the Thematic Map category in the Cartography and Geographic Information Society's Map Design Competition for 2017. In short, Dr. Pearce's map was judged the best single sheet map published in North America last year. The new map will be singularly innovative in that it will combine

and feature both *scientific and indigenous knowledge* of climate change. ME will devote salary to cartographer Pearce, host two workshops (YR1 and 4) to develop and evaluate the Canadian Arctic map, and publish and print it (YR2 and 3).

The 50th anniversary of the establishment of the Canadian-American Center in 1968 will be marked with a major revamp of the Center's website designed to make our scholarship available digitally. Dr. Mark McLaughlin (CS and History) will also organize the biennial Atlantic Canada Studies Conference, the largest interdisciplinary scholarly conference in northern New England and Atlantic Canada in May 2020. In Spring 2021, McLaughlin will organize the New England-Atlantic Region Environmental History Forum, an annual workshop of environmental historians from eastern Canada and New England. Also in 2022, ME will mark the centenary of the birth of Jack Kerouac, with a colloquium organized by Dr. Frédéric Rondeau (CS and MLC) on the importance of French Canadian culture to Kerouac's writing. ME will further support the French May Term in Québec in 2019 and 2021, a vital part of ME's French language instruction. ME will enhance its Canadian cartography by creating an online French edition of our popular map *Coming Home to Indigenous Place Names in Canada*. Finally, funds will support staff and professional salaries, faculty course development, professional travel to CS conferences, visiting CS speakers, library resources, materials for teacher resource center and classroom presentations, and office supplies.

SUNY-P proposes to undertake significant new CS program initiatives in the project period. In partnership with Canadian and American institutions/associations of higher education, SUNY-P will organize ten timely CS colloquia and conferences (**Absolute Priority 1**). Working with Bridgewater State University, Fulbright Canada, and the Canadian Museum of History, SUNY-P will lead a two-day conference at the Museum on September 27-28, 2018, on the theme

of “1968 in Canada: A Year and its Legacies.” Select conference essays which explore questions addressing the meaning and the legacy of 1968 for Canada and Canadians will be published by Ottawa UP. In October 2019, SUNY-P, in collaboration with Fulbright Canada and the Canada Program at Harvard University’s Weatherhead Center for International Affairs, will organize a conference on “Directions in Canadian Foreign Policy: Preferences, Policies, and National Interests.” This conference will consider the foundational sources of Canada’s engagement with the international community; selected contributions will be published with Oxford University Press. In September 2020, SUNY-P, working with ACSUS and the CS program and Munk School for Global Affairs at the University of Toronto, will lead a conference on “Canadian Studies in the United States: 50 Years and Beyond.” Coinciding with the 50th anniversary of the founding of ACSUS, the conference will examine the history and evolution of Canada as an area studies priority region, and identify collaborative new instructional and scholarly research pathways. The *International Journal of Canadian Studies* or *ARCS* will feature papers. To further institutional collaboration SUNY-P will also, in September 2021, organize and deliver, in concert with the Center for International Economics and School of Public Policy at the University of Maryland (an MSI), a conference on the theme of “Canada, the United States, and Global Economic Forces.” This effort will focus on international and North American economic indicators and trends including labor markets, trade and investment, monetary policy, regulation, and financial oversight, and a published volume with Palgrave Macmillan will be a final result.

SUNY-P will continue its annual Distinguished Canadian Address and Canada Speakers Series, showcasing public policy lectures on Canada and the Canada-United States relationship. The highly successful “Canada Colloquium,” a partnership between SUNY-P, Fulbright Canada, and University of Hawai’i at Mānoa (an MSI)(**Competitive Preference Priority 1**), will deliver

four annual colloquia (2019 “Canada and the World’s Oceans”; 2020 “Canada, the United States and Public Health of Indigenous Communities”; 2021 “Canada, the United States, and the Pacific Region: Trade and Security”; and 2022 “Canada, the United States, and International Migration”) resulting in peer-reviewed journal and book publications with the *ARCS*, *Canadian Foreign Policy Journal*, and University of Hawaii Press. In collaboration with Bishop’s University, SUNY-P will organize an annual faculty-student conference each March, the peer reviewed edited results of which will be published in the *Journal of Eastern Townships Studies*. SUNY-P will also deliver professional development opportunities for CS faculty, including support to foster the creation of new Canadian content undergraduate courses (e.g. environmental geography, forest ecology, immigrant literature, and comparative mass communications), promote dedicated faculty exchange programs with Canadian universities, and facilitate the presentation of original scholarly research projects at regional and national CS conferences, including ACSUS, ACQS, and MANECCS. In addition, NRC funds will be dedicated to staff support, visiting CS scholars, CS library resources, and K-12 CS workshops.

2. Timeline: Please see Timeline, p. 9

3. Costs: The Northeast NRC on Canada is based at two public universities with limited resources. External reviewers have consistently praised us for our cost controls and effective leverage of university and external funds. The costs associated with all proposed activities are modest, reasonable, and cost-effective (utilizing GSA per diem set rates for travel). Budget expenditures (**Please see Consortium Budget**) are further subject to detailed financial oversight and management by the ME Office of Research Administration and by the SUNY-P Sponsored Research and Programs Office.

TABLE: University of Maine-SUNY Plattsburgh NRC on Canada				
Consortium Timeline FY2018-2021				
PROGRAM ACTIVITY	FY2018-2019	FY2019-2020	FY2020-2021	FY2021-2022
K-16 OUTREACH INITIATIVES				
1 Community College & MSI Professional Development & CS Curriculum Workshops	X	X	X	X
2 Quebec Dimensions Summer Institute for K-12 Master Teachers	X	X	X	X
3 Teaching Canada K-12 Workshops	X	X	X	X
4 Questions About Canada K-12 Social Studies Inquiry Design Models	X	X	X	X
5 Teaching Canada Website & eNewsletter	X	X	X	X
6 Canadian Cultural Satchels	X	X	X	X
7 Teaching/Resource CS Exhibits at National & Regional Conferences	X	X	X	X
8 CS NY State Curriculum Resource Guide	X	X	X	X
CURRICULUM & PROFESSIONAL DEVELOPMENT				
1 Consortium Faculty Exchange	X	X	X	X
2 Visiting CS Lecture Series	X	X	X	X
3 Undergrad. & Grad. Course Offerings	X	X	X	X
4 Undergrad. & Grad. Course Development	X	X	X	X
SCHOLARLY CONFERENCES/COLLOQUIA & RESEARCH/PUBLICATION INITIATIVES				
1 Canada and the American K-12 Curriculum Conference-Washington, D.C.			X	
2 National Colloquium on Canada	X	X	X	X
3 Digital & Print Map - Climate Change & the Canadian Arctic	X	X	X	X
4 "Coming Home" Map - Online French Edition	X			
5 Atlantic Canada Studies Conference		X		
6 New England-Atlantic Environmental History Forum			X	
7 Colloquium on Jack Kerouac				X
8 1968 in Canada: A Year & its Legacies Conference	X			
9 Canadian Foreign Policy Conference		X		
10 Canadian Studies in the United States: 50 Years & Beyond Conference			X	
11 Canada, the United States & Global Economic Forces Conference				X
12 Canada Colloquium - SUNY-P, Fulbright Canada, University of Hawaii-Manoa	X	X	X	X
13 SUNY-P, Bishops Conference on Quebec	X	X	X	X

4a. Impact: In his January 2018 external review, Dr. Andrew Holman, Director of Canadian Studies at Bridgewater State University and Professor of History, noted that ME and SUNY-P form a “model academic consortium” that has considerable impact across the U.S. For the proposed grant period, Consortium activities, including CS curriculum development and teacher training activities on a national scale for K-16 constituents, including dozens of community colleges and MSIs, will significantly enhance and have long-term sustained impacts. This will be accomplished, in part, by collaborating with Schools of Education, Law, and Business and other institutional partners, convening important annual national/international CS conferences, enhancing undergraduate training through development of new CS courses, and, by supporting faculty development through research initiatives and language immersion (**See Section C**).

B. Quality of Staff Resources

1. Faculty and staff qualifications: The Consortium has an outstanding group of faculty and staff. At SUNY-P, the Center for the Study of Canada staff is comprised of a tenured administrative/faculty director/academic coordinator (Kirkey), an assistant director/outreach coordinator (Sotherden, who also serves as Secretary of ACSUS), an adviser for special projects/distinguished professor (Gandhi), an executive administrative coordinator (Granger), three CS librarians (Beatty, Hartnett, Kimok), and two work-study students. At ME, the staff comprises a tenured faculty director (Hornsby), an assistant director and FLAS coordinator (Rondeau), cross-appointed faculty (McLaughlin), a full-time academic year outreach coordinator (Arntzen), an administrative specialist (Crosby), a half-time CS librarian (Beattie), and two work-study students.

Consortium directors and CS faculty are among the most active and leading Canadianists in the U.S. At SUNY-P, Director Kirkey is executive director of the SUNY-P Institute on

Québec Studies, is Vice-President of ACSUS, serves on the editorial boards of the *American Review of Canadian Studies* (ARCS), the *International Journal of Canadian Studies*, the *London Journal of Canadian Studies*, and *Québec Studies*, and serves on the Board of Directors of the Eastern Townships Resource Centre at Bishop's University. He previously held the position of Canadian Mine Action Scholar-in-Residence with Global Affairs Canada, and served as Adjunct Associate Professor at the School of Public and International Affairs, Columbia University. His recent scholarship includes co-edited book volumes with Oxford University Press (*Canada in a Unipolar World: Understanding Canadian Foreign Policy*, and *Québec Questions: Québec Studies in the 21st Century*), book chapters, and special issues of several peer-reviewed CS journals (**Vitae A-19**).

At ME, Director Hornsby is internationally recognized for his scholarship on the historical geography of Canada and the historical cartography of North America. He has authored or co-edited eight books, including *Surveyors of Empire: Samuel Holland, J.F.W. Des Barres and the Making of the Atlantic Neptune* (McGill-Queen's UP, 2011), which garnered three awards, including the Pierre Savard Award presented by the International Council for Canadian Studies for the best book published in CS worldwide in 2013. In addition, the NEH-funded *Historical Atlas of Maine* (University of Maine Press, 2015), with substantial cross-border content, won four awards including the American Association of Geographers Globe Award and the Cartography and Geographic Information Society's "Best Book/Atlas" and "Best of Show" for the finest cartographic product in North America in 2016. His most recent book, *Picturing America* (2017), has just been awarded the John Brinckerhoff Jackson Prize from the AAG. Hornsby served on the ACSUS Executive Council and board of the Gorsebrook Research Institute, St. Mary's University, Halifax, NS, and is currently on the editorial board of the

international *Journal of Historical Geography*. At ME, he is Cooperating Professor in the School of Policy and International Affairs, and on the executive committee of the International Affairs program. He has received numerous Canadian Embassy research and course grants; held a Caird Short-term Fellowship at the National Maritime Museum, London; and was University of Maine System Trustee Professor in 2016-17 (**Vitae A-16**).

SUNY-P CS faculty (27 of whom are tenured or tenure-track) have a distinguished record of scholarship, teaching, and service. Dr. Mark Richard, who serves as Treasurer of ACQS, is author of *Not a Catholic Nation* (University of Massachusetts Press, 2015), and *Loyal but French: The Negotiation of Identity by French-Canadian Descendants in the United States* (Michigan State UP, 2008). Richard is also the recipient of a Canada-U.S. Fulbright grant. Dr. Lise Héroux recently completed three research articles for refereed academic journals, including *Economics World*, *Advances in Economics and Business*, and the *Journal of Tourism and Hospitality Management*. Dr. Elie Chrysostome serves as a member of the Walter Somers Chair Program of International Strategic Management at Université de Montréal, and Dr. Neureuther recently completed a co-authored study on supply chain management and Canadian shipping ports in *Maritime Economics and Logistics*. SUNY-P also recently hired new tenure track or tenured faculty including Isaak (Expeditionary Studies) and Qirjo (Economics and Finance).

ME continues to hire new topflight CS scholars. Dr. Frédéric Rondeau (CS and MLC), a native of Québec with a Ph.D. from McGill, studies francophone Canadian literature of the 20th century, particularly counterculture, modern/contemporary poetry, and the history of ideas in modern Québec. He has co-edited with Karim Larose, *La contre-culture* (Presses de l'Université de Montréal, 2016), and authored *Le manque en partage: La poésie de Michel Beaulieu et Gilbert Langevin* (Presses de l'Université de Montréal, 2017), which won the Jean-Éthier Blais

prize for the best book of literary criticism on a writer or work of Québec literature written in French. Most recently, he co-edited with Gilles Dupuis, Karim Larose, and Robert Schwartzwald, *Avec ou sans Parti pris. Le legs d'une revue* (Éditions Nota bene, 2018). Dr. Mark McLaughlin (CS and History) completed his Ph.D. in History at the University of New Brunswick in 2013, followed by a SSHRC Postdoctoral Fellow at Trent University, and appointment at ME in January 2016. An environmental and Canadian historian, Dr. McLaughlin's research focuses on mid-twentieth century Canadian forestry, resource management and science, and government comics. He sits on the editorial board of *Acadiensis: Journal of the History of the Atlantic Region*, and his first book is under advance contract with UBC Press. A graduate of the ME doctoral program in Canadian history and FLAS recipient, Dr. Micah Pawling (History/Native Studies) has a cross-border book project, *Wabanaki Waterscapes and Homelands in the Nineteenth Century*, under contract with SUNY Press. Dr. Angela Daley (Economics) received her Ph.D. from Dalhousie University; her areas of research are health economics, labor economics, poverty and inequality, and applied micro-economics, with a special focus on Native communities in Nunavut and northern Québec. Dr. Carly Sponarski (Wildlife, Fisheries, and Conservation Biology) has a Ph.D. from the Memorial University of Newfoundland. Her interests are in the human dimensions of resource management, particularly wildlife and fisheries management in Canada and the USA. The Canadian-American Center continues its long and close relationship with the Maine Folklife Center through the recent appointment of Dr. Kreg Ettinger (Anthropology) as its director. One of Ettinger's principal areas of research is the Cree of northern Québec. Dr. Robert A. Ballingall (Political Science), who has an M.Phil from Oxford and Ph.D. from the University of Toronto, will be joining us in fall 2018. His scholarly interests include research on Canadian political philosopher C.B.

Macpherson. Finally, two new hires cement our CS ties to professional schools. Dr. Stefano Tijerina has been appointed lecturer in the Maine Business School. A graduate of the ME doctoral program in Canadian History, Tijerina has taught the joint Canadian economics and business course for many years. His book, *Filling in the Gaps in the Americas: Canada and Colombia, 1767-1968*, is under review with the University of Toronto Press. In 2017, the Canadian Business History Association awarded him the first Chris Kobrak Fellowship in Canadian Business History. Dr. Bryan Silverman has been appointed lecturer in the College of Education. A native of Toronto, his research focuses on education in multi-cultural societies, with particular reference to Canada. Emeritus faculty Dr. Scott See (History) and Dr. Howard Cody (Political Science) continue to be active. See is working with colleagues at the University of New Brunswick and Dalhousie University on a project, partially funded by Title VI, studying social violence in Canada, and their edited collection, *Violence, Order, and Modernity in Early Canada, 1749-1876*, is under review with the University of Toronto Press. Cody continues to teach Canadian political science courses, and participate in ACSUS and MANECCS conferences. CS librarian Dr. Betsy Beattie is also a distinguished scholar, having published *Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930* (McGill-Queen's UP, 2000) and several articles and book chapters. Given her academic background, she is integral to undergraduate and graduate students doing research in Fogler Library.

Professional development opportunities: The Consortium dedicates considerable monies for professional development. CS faculty regularly present papers at the biennial conferences organized by ACSUS and ACQS, regional CS conferences across the U.S. (MANECCS and the WSSA), as well as at their disciplinary conferences in Canada and the U.S. At the most recent ACSUS biennial conference in November 2017, the Consortium supported 12 faculty, staff, and

graduate students, all of whom presented papers, sat on panels, or chaired sessions. ME alone contributed the largest number of CS academics of any American university, sending 8 faculty, staff, and graduate students. Similarly, at the last ACQS conference in November 2016, the Consortium sent 14 faculty, staff, and graduate students, and at the MANECCS conference, also convened in November 2016, the Consortium sent 11 individuals.

The Consortium contributes summer salary to faculty who conduct research in Canada, and each university provides faculty research and sabbatical opportunities. Consortium faculty have also been successful in securing external funding for research and sabbaticals, including Fulbright Fellowships and Québec Government faculty course development, research, and conference grants. Consortium directors publicize these competitions among the faculty, conduct grant workshops, work with faculty in preparing their application materials, and write letters of support. Consortium staff members are provided significant professional development opportunities. Consortium outreach coordinators Arntzen and Sotherden contribute to a variety of national (ACSUS and NCSS) and regional (NYSCSS, VASS, MSCSS) CS content outreach conferences and regular Title VI meetings.

Teaching, supervision, and advising: Consortium directors have long been involved in teaching, supervision, and advising of students. At ME, Director Hornsby teaches two courses a year in Anthropology, one of which has substantial Canadian content, gives two guest lectures on Canadian geography in CAN 101, and sits on several CS graduate committees in History. Several core CS faculty at ME are involved in teaching from 1 to 3 100% CS courses each year. At SUNY-P, Director Kirkey holds a 12-month administrative position, teaches CS classes, and regularly offers lectures on Canada-U.S. relations and Canadian foreign policy to CS classes across campus. Kirkey serves as an external member on Ph.D. committees, and advises all CS

majors and minors, supervises all CS scholarship activities, and oversees internship students. A total of 58 Consortium faculty are engaged in CS teaching, supervising, and advising activities.

2. Staffing and oversight arrangements: Consortium Centers each have oversight committees composed of faculty and staff. At ME, the CS Executive Committee oversees the operations of the Center, the CS program, and use of endowment funds. The committee meets once a semester, and includes all the core faculty from Anthropology, Economics, English, Franco-American Studies, Geography, History, Modern Languages, Native Studies, and Wildlife, Fisheries, and Conservation Biology. At SUNY-P, the Center has a CS Academic Program Committee and an Executive Committee. The Academic Program Committee is comprised of four faculty from different departments—Dr. Beaudreau, Dr. Cusson, Dr. Slater, and Dr. Gandhi—who meet to evaluate and plan SUNY-P’s undergraduate CS curriculum program, including appropriate CS course revisions, recommendations of new CS course offerings, and to oversee the CS individualized study major and minor programs. The five-member Executive Committee of senior administrators and an external representative oversees the ongoing CS program activities of the Center, as well as establishes the Center’s prioritized research and professional initiatives.

3. Non-discriminatory employment practices: Both Consortium universities are affirmative action, equal opportunity employers (with offices of equal opportunities to supervise hiring), who actively encourage employment applications from traditionally under-represented groups. Significant efforts continue to be made by the Consortium to hire women, ethnic minorities, and persons with disabilities. At ME, the Center has three female staff members, while the faculty include women in Anthropology, Economics, English, Franco American Studies, MLC, and Wildlife, Fisheries, and Conservation Biology. SUNY-P has an official nondiscriminatory employment policy, and a Center for Diversity, Pluralism, and Inclusion. The Center for the

Study of Canada takes a proactive approach to issues of nondiscrimination and diversity with two female staff members, ten female faculty, two members of the staff and faculty who are Franco-Americans, a faculty member who is African American, and a Director (Kirkey) who is permanently sight-impaired.

C. Impact and Evaluation

1. Impact: Consortium activities and training have an immediate and long-term impact on our universities, communities, regions, and nation. The **Consortium Impact Table** on page 18, summarizes this impact and demonstrates the commitment of the Consortium to CS activities and training programs in the U.S. (For Outreach Impact, see **Table** in **Section I.**)

Drawing on the evaluation plan and performance measures developed for the previous 2014-18 grant cycle, our impact has been considerable. For university impact, we aimed to increase by 10% the number of students enrolled in CS content courses, starting from a baseline in Yr1 of 2,750 to a target of 3,050 in Yr4. The results are significant, with ME having enrolled a total of 2,673 undergraduate (UG) CS students and SUNY-P enrolling 7,790 UG students in CS courses—a net increase of 380%. To achieve this significant increase in student enrollment, the Consortium expanded the number of CS content courses offered to students, and actively participated in direct marketing efforts, led by social media platforms, to increase awareness of CS courses, the interdisciplinary program, and various degree offerings.

Program marketing: The Consortium delivered direct marketing forums on both campuses, including open houses, new student orientations, special events at each Center, individual advising sessions, field trips to Canada, and new CS and FLAS programming events. Based on this active recruiting plan over the four years, there was a notable upward trend in students enrolling in CS courses (YR1: 2364, YR2: 2717, YR3: 2907 and YR4: 2652), and French

TABLE: University of Maine-SUNY Plattsburgh - Consortium Impact		
Key: CS=Canadian Studies, QS=Québec Studies, FR=French		
ACTIVITY	2014-2018	IMPACT
Faculty		
Faculty devoting 50+% time to CS	27 faculty	<i>Substantial research and teaching in CS</i>
Faculty devoting 25-49% time to CS	40 faculty	<i>Considerable research and teaching in CS</i>
Faculty funded for CS Research	32 CS faculty	<i>Increased Canadian-focused scholarship</i>
Disciplines Collaborating with CS	22 disciplines	<i>Multi/Inter disciplinary CS approach</i>
CS Course Development	13 courses	<i>New/improved CS course offerings</i>
Students		
CS courses offered per year	109 courses	<i>Increased offering of CS courses</i>
Courses with 100% CS content	38 courses	<i>High quality undergraduate CS training</i>
Undergrad. CS Course Enrollment	12,624 students	<i>29% enrollment increase from 2010-2014</i>
Graduate CS Course Enrollment	286 students	<i>High quality graduate CS training</i>
QS/FR Lang. courses offered per year	34 courses	<i>Undergrad. and grad. French courses</i>
Undergrad. FR Lang. Course Enrollment	1,374 students	<i>Consistent enrollment strength</i>
Graduate FR. Lang. Course Enrollment	52 students	<i>Steady enrollment by G FR students</i>
Study Abroad in Canada	209 students	<i>In-country academic experiences in Canada</i>
Funding for CS Graduate Students	\$653,187	<i>Invested in 22 students from 5 disciplines</i>
CS Undergrad. Minor Completion	36 students	<i>Exemplary quality CS undergrad. training</i>
CS Masters Completion	2 students	<i>Improved supply of FR/QS specialists</i>
CS PhD Completion	6 students	<i>Producing new American experts on Canada</i>
FLAS FR Lang. Graduate Awards	18 Students	<i>Supports national need for CS/FR experts</i>
FR Lang. Masters Completion	11 students	<i>Consistent graduation rates</i>
Graduated Student Placements	75 students	<i>Grad. Study-15; Teaching-12; Full-time private sector work-48</i>
Domestic Outreach		
K-12 Educator Training Workshops/Institutes/Conferences	2,500 educators	<i>Training sessions institutionalized CS teaching & research</i>
K-16 Outreach with web-based content	21,400 views/clicks	<i>Providing CS content to U.S. teachers</i>
Professional development for postsecondary faculty	505 Faculty	<i>U.S. faculty increased CS knowledge for improved teaching & research</i>
Participation in CS business briefings	324 business pple.	<i>Improved crossborder knowledge & networks</i>
Regional media interviews by faculty	50	<i>Shared CS expertise with media and general</i>
Postsecondary professional development for graduate students	834 students	<i>Specialized training for graduate students through outreach</i>
Publications		
Books Chapters Reviews	16 30 21	<i>Scholarly publications/presentations of CS</i>
Articles Conference Papers	34 50	<i>Research by Consortium Faculty</i>
Resources		
Leveraged Funds	\$9,428,236	<i>Internal funds dedicated to CS resources</i>
External Grants Secured	\$915,765	<i>24 grants from U.S. & Canada sponsors</i>

courses (YR1: 338, YR2: 362, YR3: 370, and YR4: 356).

Program courses and enrollment: The course data for the Consortium demonstrated an increase in student enrollment, as based on an increase in the number of CS course offerings at the undergraduate and graduate levels from a baseline of 61 in YR1 to 97 CS courses in YR4.

This represents a 59% increase in courses offered at Consortium institutions combined. The Consortium employed new strategies to increase courses offered by encouraging and incentivizing existing and new faculty to increase CS content in existing courses to 25% or higher, and to create new CS content courses. Although the total number of FR language courses decreased from YR1:37 to YR4:34, ME and SUNY-P enrollment in FR courses increased from YR1 338 to YR4 356, which is a 5% increase in students completing FR courses over four years.

Program certificate and degree completion: From YR1 through YR3, ME and SUNY-P graduated 31 UG students with a CS Minor, and 5 UG with a CS concentration in the International Affairs Major. From YR1 through YR3, ME and SUNY-P graduated 9 UG students with a FR Minor and 9 UG students with a FR Major. From YR1 through YR3, ME graduated 11 graduate students with FR MA or FR MAT. From YR1 through YR 3, ME graduated 6 students with a Ph.D. in History with a concentration in CS, and had 5 UG complete FR Minors and 39 UG (17 undergraduate majors and 22 minors) complete degree programs in CS/ FLAS by the end of YR 3 (YR 4 data are not available at time of writing).

Program placements: The vast majority of undergraduate alumni of ME CS programs (majors and minors) went on to pursue employment in the private sector. Additional ME CS alumni went on to pursue positions in K-12 education and higher education or went on to pursue additional studies in graduate school. Undergraduate students pursuing a minor through the SUNY-P CS program went on to graduate studies as well as positions in the private sector, international

organizations in the US, state and local government, and K-12 education. Data regarding student placements was collected through an email survey from former students. From YR1 through YR3, ME and SUNY-P graduated 31 UG students with CS Minor, and of those students, 7 went on to graduate studies, 2 took education positions, and 22 took jobs in the public sector. Of the 5 UG students with CS concentration in the International Affairs Major, 2 took education positions and 3 are working in jobs in the public sector. From YR1 through YR3, ME and SUNY-P graduated 9 UG students with a FR Minor and 9 UG students with a FR Major, and of those 18 students one took a position in the teaching of French, 4 went on to graduate school, and 13 work in the public sector. From YR1 through YR3, ME graduated 11 G students with FR MA or FR MAT, and of those 11 students, 3 took positions in the teaching of French, 3 are working on a Ph.D., and 5 work in the public sector. From YR1 through YR 3, ME graduated 6 students with a Ph.D. in History with a concentration in CS, and of those 6, one works in a history museum, 3 are teaching in higher education, and 1 has a Post Doc position with Maine Cooperative Fish and Wildlife Research Unit.

Participation rates in events: SUNY-P has a vibrant slate of on-campus programming which serves students, faculty and business members, and ME's campus programming serves both students and faculty. Programs and events include Distinguished Lecturers, Scholars-in-Residence, and several Speakers Series, as well as numerous annual special CS campus-wide events. Student participation at these programs remains constant from 2010 to present, as does faculty attendance. Attendance from the business community from 2014 to present has doubled in some programming, due to an increase in publicity to that target group as well as the selection of topics. ME has produced international business conferences in the past two grant cycles, and attendance by business and government participants from nearby states as well as neighboring

Canadian provinces has remained steady. However, in the 2016 Ocean Technology conference there was a substantial increase in positive and constructive evaluation responses collected from approximately 80% of attendees.

SUNY-P's CONNECT initiative in the past grant cycle served to provide professional development and mentoring to U.S. CS faculty from 48 states. Building on this, the Consortium instituted faculty development in CS and QS specifically for faculty of community colleges, serving over 100 academics in the regions of the programming, which were conducted in concert with regional Canadian Consulate offices.

Use of NRC resources: Please see Consortium Impact Table p. 18.

2. Addressing national needs and disseminating information: Consortium activities address national needs and generate information for the public. Canada is ranked as a world region of national need by the Secretary of Education, as the most vital world region by the U.S. Department of Agriculture, and French is identified as a national need by the U.S. Department of Justice. Canada is also the largest trading partner of the U.S. (more than a billion dollars every day), the largest trading partner of 37 states, and the largest supplier of energy. The relevance and importance of Canada to the U.S. is covered in a myriad of ways by the teaching, research, and outreach of the Consortium's faculty and staff.

3. Non-discriminatory equal access: Please see Section B, part 3.

4. Comprehensive evaluation plan: The purpose of the evaluation plan is to assess the levels of Consortium program impact and measure the program's progress in meeting its goals and PMFs. It further provides the PI and program staff with formative evaluation and participant feedback on emerging program strengths and areas in need of improvement throughout the grant period.

Dr. Stacy Doore, an independent evaluator with substantial experience in K-12 education

and program evaluation, is the lead evaluator who created and appraised the impact assessment and evaluation for the Consortium. She worked with directors Hornsby, Kirkey, and consortium staff to develop the impact and evaluation plan, a general evaluation activities timeline, and establish appropriate indicators to measure progress toward program goals. Dr. Holman's 2018 external evaluation of the Consortium program activities from 2014-2017 informs the current impact assessment and evaluation plan and the revised evaluation plan included in this proposal.

The evaluation plan for the FY2018-2021 grant period will continue to include both quantitative and qualitative methodologies that employ formative and summative measures to inform the successful implementation of all Consortium program initiatives. The emphasis of the evaluation will be to provide longitudinal tracking of progress towards goals throughout the project period. It will focus on key measures of program success and will include stakeholder feedback as sources of critical evaluative information. This formative and summative approach will involve quantitative methods (structured surveys and progress measure analysis), and qualitative methods (interviews, and needs assessments). Project participants will be active partners in reviewing program design, recommending improvements, and in assessing their own progress. From YR1-YR4, participants and stakeholders will document their progress, program barriers and facilitators, and perceptions of program activity outcomes. The findings of these analyses and those from various surveys will be regularly communicated to the PI and project team for the purpose of program improvement.

The evaluation plan incorporates data from a variety of sources such as enrollment statistics, course, conference, and workshop evaluations, and pre- and post-tests to measure K-12 teacher use of CS content/curricular materials. Performance measures are directly linked to program activities, evaluation questions, possible sources of data and evaluation methods that

will be used to measure the progress toward the project objectives.

Dr. Doore will consult with the PI and Consortium staff to provide formative feedback at each of the academic mid-year points and again at the end all four project years. The evaluator will meet each year with key project personnel to share evaluation results, report on progress towards program goals, report on program impact measures and share recommendations. No individual's name will be used in the reporting to the PI or program staff. The results will be reported in the aggregate so that no individual could be identified or associated with any specific response, comment, or outcome.

Formative evaluation will begin in YR1 and continue throughout the project period, providing feedback to refine activities and better measure the impact of program activities on goals, improve communication among stakeholders, and address challenges.. Data collected as part of the formative evaluation will be used to find or allocate resources, identify alternative approaches, and/or revise program activities in response to emerging student, faculty and outside stakeholder needs. Two summative evaluation reports will be available to the PI, one as a part of the Consortium grant review process and a second from external evaluator Dr. Holman, providing a high level view of the Consortium's progress to its grant goals and objectives.

The evaluation plan addresses high-level impact and evaluation criteria in addition to the following questions related to absolute and competitive preference priorities.

- 1. To what extent do NRC activities have a significant impact on the university, community, region and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?*
- 2. To what extent have NRC and FLAS students matriculated into advance language and area or international studies programs or related professional programs?*

- 3. To what extent will the NRC ensure equal access and treatment for eligible students and other participants who are members of groups that have been traditionally underrepresented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?*
- 4. To what extent does the evaluation plan sufficiently measure program impact using quantifiable and outcome-measure-oriented data?*
- 5. To what degree do activities of the NRC address national needs, and generate information for and disseminate information about Canada to the public?*
- 6. To what extent have NRC activities contributed to an improved supply of specialists on Canada as demonstrated by measures of undergraduate and graduate enrollments and placement data?*

In addition to these evaluation processes, the Consortium uses traditional evaluative methods used by universities across the country. These include program self-studies; regular peer reviews of the directors, CS faculty, and professional and clerical staff; and student evaluations of every CS course. The Consortium is also evaluated by an external examiner every grant cycle.

Recent evaluations inform current plan: The PI and the Consortium staff conducted evaluation activities based on the evaluation plan (2014-2018) and used the formative evaluation results to refine programs, activities, and allocate resources to inform and improve program activities. A full evaluation report is beyond the scope of this grant proposal, but examples of the use of evaluation to inform and improve the NRC activities designed to achieve the stated goals and objectives are provided below.

1. How is the program team collecting and using formative feedback to refine proposed activities? K-12 teacher training evaluation results are being used to refine the professional development and curriculum resources. Formative evaluation included session-level evaluations

for the teacher professional development workshops and summer institute.

2. How has the NRC provided outreach to target groups and allocated necessary support and resources? The NRC allocated substantial support and staff resources to provide outreach to K-12 teachers of social studies and French language in CS content through a variety of professional development and dissemination channels. The NRC also allocated support and staff resources to provide outreach in CS content to community college faculty through professional development workshops held at several Canadian Consulates during the 2014-18 grant period. Workshop evaluations were collected at these events to help better assess the professional development needs of community college faculty in different educational settings and academic institutions.

3. How has the NRC used internal and external evaluation to fulfill its stated goals? Data collected from alumni surveys and current student evaluations were used to improve CS course offerings that resulted in an increase in the number of CS program students at all levels. NRC affiliated faculty were evaluated by students for each course they taught and faculty were expected to adjust their teaching and courses according to student feedback. **(See Impact and Evaluation part 1 for additional details on increased enrollments and courses)**. The external evaluation report from Dr. Holman and the evaluation feedback over the course of the four years of the grant from Dr. Doore helped shape the course evaluation activities of the NRC and contributed to overall program improvement.

4. What evidence is there that the NRC has implemented its program activities effectively and according to schedule? K-12 outreach goals met or exceeded expected targets for number of teachers receiving high-quality professional development in CS content. The NRC met or exceeded expected targets for students enrolled in CS content courses. The NRC met or exceeded the number of community college faculty receiving professional development in CS

content over the course of the grant period.

5. How has the NRC implemented an effective dissemination plan? As a result of improved NRC communication structures (list-serve, webpage, social media posts, etc.), several new types of dissemination and outreach connections were established and/or strengthened with several key stakeholder groups.

5 & 6. Record for post-graduate employment, education, or training: ME FLAS graduates have gone onto Ph.D. programs, and into a variety of employment sectors including public and private school education, government and business. Since 2014, 4 are adjunct faculty: 2 at ME, 1 at SUNY Cobleskill, and 1 at Endicott College. Three are high school teachers of French, and 5 are using their degree in the STEM workforce or the public/private sectors: Maine Cooperative Fish and Wildlife Research Unit, Bigelow Laboratory for Ocean Sciences, Solutions Architect at Apogee Engineering, University of Saint Francis Library, and Explore Buffalo Tour Company. ME actively encourages graduate students in the School of Policy and International Affairs, who have intermediate French, to apply for FLAS so that they can seek employment in areas of national need. Currently, one SPIA student holds a FLAS.

7. FLAS address National Needs. Please see Section H, part 3, and Section J

D. Commitment to Subject Area

The Consortium has been a national leader in research, teaching, and program outreach on Canada for more than five decades. The SUNY-P program was founded in 1966, the ME program two years later, although CS activities have taken place at ME since the early 20th century with the first Canadian history course taught in 1926. Located in border-states, ME and SUNY-P have direct access to eastern and central Canada, and have close institutional ties and active collaborative programming with several leading Canadian universities and federal and

provincial government agencies. The national significance of the Consortium has been recognized in successive external evaluations. Most recently, Dr. Holman considered it *“a model academic consortium. Its leadership, faculty and staff have constructed programs that serve their stakeholders—on- and off-campus—with an appreciably high caliber of teaching, immediate access to a broad range of useful resources, and dedicated community outreach...the two organizations that comprise the Northeast NRC on Canada...have been integral to growing and shaping the field of Canadian Studies in the U.S. throughout its history.”*

1. Institutional support for Center and Teaching staff: Both ME and SUNY-P provide substantial base-budget support for their CS programs. At ME, the university has recognized CS as a key part of the institution’s “Signature and Emerging Area of Excellence” focused on northeastern North America. The university contributed \$318,078 for the Center’s base budget in 2017-18, and a further \$967,000 for CS and French faculty and related professional staff salaries (pro rated according to CS commitment). The university’s on-going commitment to CS is reflected in two tenure-track replacement positions and one new tenure-track appointment at a time when faculty numbers are being reduced across campus. These appointments are Dr. Frédéric Rondeau (CS and MLC-French Section), Dr. Mark McLaughlin (CS and History), and Dr. Micah Pawling (Native Studies and History). The Center’s base budget underwrites portions of the faculty salaries of Director Hornsby, Rondeau, and McLaughlin; all the salary of Betsy Arntzen, full-time outreach coordinator, and Dr. Betsy Beattie, half-time CS librarian; a contribution to Stephanie Crosby, Administrative Specialist; and matching funds for two work-study students. The university provides a dedicated house for the Center, which is highly visible beside Alumni House at the entrance to campus. The Center’s endowment (capital \$142,762) contributes subvention support for faculty book publications. The Canadian Killam Fund (capital

\$28,820) provides support for Canada Year Study Abroad students.

The CS Program at SUNY-P is the signature international and area studies program at Plattsburgh. SUNY-P provides \$2,860,126 (2017-18) in direct support of the Center and the CS academic program. Of that amount, \$374,403 is dedicated as a base budget for the general operations and professional staff of the Center (including the Director, Assistant Director/Outreach Coordinator, and Executive Administrative Coordinator). Institutional support at SUNY-P includes the contribution of a dedicated building. The university further supports the Institute on Québec Studies (the only such Québec-focused program at an American college/university), and the SUNY-P Fulbright Distinguished Chair in Québec Studies. The SUNY-P College Foundation Canada endowment (capital \$589,107 as of 12/31/17) annually generates CS program and scholarship support to the Center (\$50,278 in 2017-18).

Library resources: ME contributes the salary of Betsy Beattie, half-time CS librarian, and \$48,713 to the CS library acquisitions and subscription budget (**Please see Section E**). Interest from the Alice R. Stewart CS Library Fund (capital \$273,908) provides further funding for CS library acquisitions. SUNY-P underwrites the salaries (\$205,400) of Debra Kimok, Special Collections CS librarian, Joshua Beatty and Tim Hartnett, CS reference librarians, and provides significant direct support for the acquisition of CS print and online books, journals, periodicals, newspapers, and electronic databases.

Overseas linkages: ME supports an annual history graduate conference with the University of New Brunswick, and more informal links with McGill University (Montreal), Université de Montréal, Université Laval (Québec City), and Dalhousie and St. Mary's universities (Halifax). Excellent links are maintained with French-language immersion programs at McGill and Laval. SUNY-P has a robust series of partnerships and formal institutional arrangements with several

universities/associations in Canada through the Killam Fellows and National Student Exchange programs, and direct research cooperation with McGill University, Université du Québec, École nationale d'administration publique (ÉNAP), Bishop's University, Carleton University, Queen's University, and Fulbright Canada.

Center outreach activities: For support see above and **Section I Outreach activities.**

Support for students: At the graduate level, ME offers a range of graduate awards, totaling \$76,000. These include three Canadian-American Center fellowships and two New England-Atlantic Provinces-Québec fellowships (each \$15,200 plus tuition waiver), which are part of the university's commitment through the Graduate School budget. The Center also provides graduate support through legacies. Interest from the Alice R. Stewart CS Graduate Fellowship (capital \$217,430) and the Dawn Bowen CS Scholarship (capital \$51,244), provide graduate top-up awards. In addition, there are university graduate awards and teaching assistantships available in the major graduate departments, including History and Modern Languages and Classics (MLC), which are offered regularly to CS graduate students. SUNY-P offers the most comprehensive CS undergraduate scholarship program in the U.S. as measured by total number and dollar amount, and dedicates direct financial support in the form of targeted financial aid to students who pursue a CS undergraduate individualized study major, or a CS or Québec Studies minor. The Center sponsors 12 annual semester/academic year scholarship opportunities based on endowed and non-endowed funds of \$301,188 from the institution, and financial aid totaling \$89,214 (2016-17) is made available to select CS students undertaking a major or minor.

E. Strength of Library

At ME, Fogler Library contains one of the finest collections of Canadiana in the United States, with particular strengths in the Atlantic Provinces and Québec. In the words of external reviewer

Dr. Holman, “Research on Canada at both undergraduate and graduate levels at the University of Maine relies upon sound and rich library sources and the librarian who is its builder and custodian.”

1a. Print and non-print holdings in English and French: At present Fogler Library’s Canadian collection consists of 37,662 print monographs including 6,672 titles in French as well as over 215,000 Canadian federal and provincial documents. In addition, it has access to a large collection of Canadian materials in electronic format, including monographs covered in subscriptions to *ProQuest EBooks Central* (a collection of over 125,000 titles) and *JSTOR*, and 125 Canadian serial publications in the humanities, social sciences and professional fields. Augmenting these sources are its subscription to *Canadian Periodicals Index Online* (an index to nearly 1,200 Canadian periodicals in English and French) and the broad coverage of Canadian topics includes in over 200 electronic databases with international scope. Finally, of special interest is the library’s subscription to *Early Canadiana Online*, a database consisting of over 80,000 titles dating from European Contact to the 1940s.

Fogler Library also has extensive Canadian microform holdings, including: complete runs of the *Toronto Globe and Mail* and the *Montreal Gazette*; backfiles of 70 newspapers from Québec and the Atlantic Provinces; 616 microfilm reels of all the nominal censuses through 1911 for Québec and the Maritime Provinces; and microfilm and microfiche collections of Canadian documents such as the Debates of the House of Commons and the Department of External Affairs Treaty Series. Along with its *Early Canadiana Online* collection, it owns the microfiche collections of *Early Canadiana*, consisting of over 80,000 titles of Canadian sources published in Canada, or about Canada, before 1900 and the microfiche collection *Canadian Monographs 1900-1920* containing over 24,000 titles. These collections include some materials in the *Early*

Canadiana Online database, but each format also includes unique sources. All titles in the microfiche collections are individually cataloged in the library's online catalog which improves access to them.

SUNY-P arguably has the finest undergraduate collection of *Canadiana* in the United States. The Canadian collection at Feinberg Library includes 20,188 book monographs, 1,199 current periodical and newspaper subscriptions, over 12,000 microforms, and a rich assortment of federal, provincial and territorial government documents, archival materials, and special collections focused on Québec, Ontario, and the Canadian North. SUNY-P is a selective repository for Government of Canada official publications with an outstanding collection of Statistics Canada economic and census data and reports, as well as Canadian Royal Commission documentation on language, federalism, trade, and health care issues. Feinberg Library also contains a Special Collections section which features significant holdings on the French Canadian presence in northern New York State. To complement print holdings, SUNY-P's library contains 70 digital resources on Canada that provide access to more than 5,300 Canadian content periodicals emphasizing all academic disciplines. In addition, the Center for the Study of Canada at SUNY-P maintains its own collection of *Canadiana* for use by students and faculty, including over 5,100 reference and text books, as well as a lending library of over 2,000 CS National Film Board of Canada/CBC film and video productions.

Support for undergraduate, graduate and professional school clientele: Fogler Library has supported undergraduate-level CS since the university first hired a Canadianist faculty member in the late 1940s and began supporting Masters and Doctoral-level research in the late 1960s. The collection described above is testament to the depth and breadth of materials available to scholars in all levels of higher education. In addition, since the early 1990s the library has

funded a half-time librarian whose responsibilities are to build a Canadian collection for the needs of all faculty and students and to disseminate information about the library's Canadian holdings through reference service, instruction, written materials, web pages and other forms of outreach. Examples of this outreach include: preparation and dissemination of a quarterly listing of new Canadian book acquisitions; creation and updating of a special online guide to research in CS useful to both undergraduate and graduate students; and direct service to patrons both within and outside the university community.

The CS collection at SUNY-P is supervised by the Dean of the Library & Information Technology Services in consultation with the Coordinator, Collection Development and Management Unit, and the Special Collections Librarian. Librarian Joshua Beatty is specifically assigned to the Canadian collection, which is supported by 10 librarians and more than 25 professional staff in the acquisition, cataloging, maintenance, and circulation of the collection. Eight additional librarians, led by Tim Hartnett, are available for CS reference and bibliographic instruction. This latter group, in addition to providing one-on-one assistance for individuals accessing the CS collection, also regularly conduct library and information management courses, featuring the Canadian collection, for all SUNY-P students, and offer tailored specialized instruction sessions designed for CS courses at the college. Beatty works with Director Kirkey to evaluate and facilitate acquisitions and to review the development of the collection on a regular basis. SUNY-P also dedicates resources for librarians and support staff at Feinberg Library for professional development training seminars.

Institutional financial support for acquisitions and library staff: At ME, Fogler Library's acquisition budget is more than \$6m, with dedicated lines for Canadian monographs and Canada approval plan shipments. In FY2017, the library spent \$48,713 specifically on Canadian

monographs, serials, and databases. In addition, interest from the Alice R. Stewart CS fund (capital \$273,908) is used for special purchases, such as the entire microfilm run of the *Toronto Globe & Mail*. The library also has standing orders for major academic journal packages, such as *JSTOR*, *Project MUSE*, *ScienceDirect*, *Taylor & Francis*, *Sage*, *Wiley*, *Cambridge*, *Oxford*, *Springer*, and *Nexis Uni*. Databases include *JSTOR* e-book package, *ProQuest Ebook Central*, *ACLS Humanities Ebooks*, and *Springer* e-book package. These large journal and electronic packages include Canadian serials and e-books. The half-time CS librarian is base funded, split 50-50 between the library and the Canadian-American Center. The library also base funds many other library staff (e.g. Government Documents, cataloguing) who deal with Canadian material.

Dedicated Canadian content acquisitions at SUNY-P's Feinberg Library, including book and journal resources, total \$159,345 since 2014 (overall acquisition expenditures of \$2.74m). University and professional academic presses that publish CS journals that Feinberg subscribes to are *Cambridge*, *Liverpool*, *Oxford*, *Sage*, *Taylor & Francis*, *University of Toronto*, and *Wiley*. Databases include *Canadian Reference Centre*, *Canadian Periodicals Index*, *Government of Canada Publications*, *ProQuest Research Library*, *America: History & Life*, and *JSTOR*. The Center for the Study of Canada further supports annual institutional Canadian book purchases through the Plattsburgh College Foundation CS Library fund. Further financial contributions for Canadian library materials are also received from Canadian federal and provincial agencies, SUNY Systems Administration, Canadian book distributors, and private donors.

1b. Reciprocal access to information on Canada: Fogler Library has an active interlibrary loan department and is a net lender of Canadian materials to other institutions. Materials lent through interlibrary loan include books, copies of journal articles, microforms and government documents. In the last year the library loaned 34 items with Canadian content. In addition to

interlibrary loan, the library also provides reference service, in person, by email and by phone, to patrons outside the university, and all patrons can find sources such as faculty research and students' theses and dissertations by accessing the library's Digital Commons through the Fogler Library homepage. For university staff and students, the library offers access to Canadian materials from around the world via its online interlibrary system, ILLiad. For access to primary sources the CS library guide has links to over 800 repositories of Canadian archives through *Archives Canada*, and direct links to the provincial archives of the Atlantic Provinces and Québec. The guide also offers links to numerous other outside sources of Canadian primary and secondary materials.

At SUNY-P, Feinberg Library offers offsite Internet access to the Canadiana collection for students and scholars from other institutions, as well as the general public. Feinberg's electronic library management system, Ex Libris ALEPH500, allows browsers to quickly search, locate, view, and order Canadian materials. SUNY-P also utilizes an online catalog system and databases, available through PlattCat, that allow for the timely identification of Canadian resource materials. Finally, all Canadian library holdings, with the exception of Special Collections, are available for inter-library loan through the ILLiad system. Requests for materials have been fielded, in the last four years, from 41 states, 6 provinces, Statistics Canada, and Canadian embassies in Finland, Mexico, and the United Kingdom. In addition, requests have come from K-12, public, and post-secondary institutional libraries throughout the United States.

F. Quality of Non-Language Instructional Program

1. Course offerings: The number, range, and depth of CS courses offered by ME and SUNY-P places the Consortium firmly at the forefront of undergraduate and graduate CS instruction in the U.S. In total, the Consortium offers 80 non-language based courses in 16 disciplines dealing

completely or in large part with Canada. By itself, ME offers 53 non-language courses on Canada, and SUNY-P offers 27 courses (**Course List: Appendix B**). Of the Consortium's non-language courses, 38 are 100% Canadian content. These courses are offered on a regularly scheduled basis every year or every other year. The range of courses is extremely broad, covering the Arts & Humanities, Social Sciences, Natural Sciences, and Professional Schools. The Consortium offers specialized course coverage in the Humanities and Social Sciences, particularly in Canadian Studies, Economics, History, Native American Studies, Political Science, and Canadian Literature (English and French). In addition, there are courses in Anthropology, Archaeology, Art History, Folklore, and Geography. These courses are supplemented by Special Topics, Directed Studies, Readings, and Capstone courses.

Courses in professional schools: The Consortium provides an extensive range of Canadian content courses in Business (14 at SUNY-P), Law (5 at ME), and Communication and Journalism (1 at ME). SUNY-P's School of Business and Economics, in particular, offers an extensive range of CS undergraduate courses dedicated to business and economics. These curriculum offerings included ECO 391 *International Trade & Finance*, MGM 280 *Principles of Management*, MKE 326 *International Marketing*, and MKE 410 *Franchising in the U.S., Canada, and Mexico*. ME offers BUA 328 *Canadian-U.S. Business*, which is 100% focused on the trade relationship between the two countries. ME Law School courses, with 25% Canadian content, focus on international border conflicts, trade, fishing, and law of the sea.

2. Interdisciplinary courses: Both Centers offer an undergraduate interdisciplinary gateway course (available both as a regular class and online) on Canada each academic semester. At SUNY-P, several sections of this course, CAS 111 *Introduction to Canada*, are coordinated by Director Kirkey. In 2014-18, 1,757 students were enrolled in 43 sections of the course, making it

the nation's largest CS class. This interdisciplinary course covers Canadian Economics, Business, Environmental issues, Geography, History, Language and Culture, Social issues, and Politics. In addition, Drs. Altamirano (Anthropology), Gervich (Earth & Environmental Science), Smith (Film), Richard and Beaudreau (History), and Cusson (Modern Languages & Cultures) all regularly offer interdisciplinary CS undergraduate courses. At ME, a similar interdisciplinary course CAN 101 *Introduction to Canadian Studies* is coordinated by Dr. McLaughlin, and is offered in the fall semester. The course includes lectures by all CS faculty at the university. Such is the strength of the CS faculty that ME seeks specialists outside the university for only one or two guest lectures. In fall 2017, 20 faculty taught in the course, which enrolled 51 students. The course includes a three-day field trip to Ottawa, where the students visit the Parliament Buildings and tour the Canadian Museum of History and the National Gallery of Canada. ME has also developed CAN 101 on-line taught by Dr. Tijerina, which enrolled 43 students in Spring 2018.

The Consortium's interdisciplinary gateway course offerings are designed to channel students into more specialized upper level courses (at ME the upper-level courses are listed on the CAN 101 syllabus and posted on the Center's website). ME also has an interdisciplinary course at the higher level, CAN 401 *Seminar in Canadian Studies*, taught in the Spring semester by Dr. McLaughlin. SUNY-P's advanced undergraduate interdisciplinary capstone course, which features a revolving focus on contemporary public policy issues, is CAS 412 *Special Topics in Canadian Studies*. Individual faculty at both institutions are also committed to an interdisciplinary approach. At ME, Director Hornsby provides reading courses in Canadian Historical Geography to History graduate students, gives guest lectures in History graduate seminars, and sits on numerous History M.A. and Ph.D. committees. Three History graduate

students, who have taken these reading courses, have gone on to do doctorates in Canada and one former student (Hatvany) now teaches in the Department of Geography at Laval.

3. Non-language faculty strength: The extent of the course list reflects the many faculty contributing to CS. The Consortium has at least 20 full-time, tenured or tenure-track faculty who devote 50% or more of their time and a similar number who devote 25-49% of their time to teaching, research, and service in CS (**Appendix A**). Several of these faculty have cross-appointments with their respective CS programs, while others have been appointed as Canadianists in their departments. At ME, Drs. Hornsby (Geography), Rondeau (MLC-French Section), and McLaughlin (History) have joint appointments with the Canadian-American Center. In various departments, there are recognized CS positions, including Hornsby (Anthropology), Ferland and McLaughlin (History), and Rondeau and Slott (MLC). At SUNY-P, there are similar Center/departmental positions, including Drs. Richard and Beaudreau (History), Ostry (English), Gottschall and Héroux (Marketing and Entrepreneurship), Cusson and Leone (Modern Languages & Cultures), Gandhi and Read (Economics), Kirkey (Political Science), and Gervich (Earth & Environmental Science).

Both Centers actively work to identify, encourage, recruit, and mentor non-Canadianist faculty to become involved in CS, thereby bolstering CS faculty strength. At ME, Ettenger (Anthropology/Folklore), Criner and Daley (Economics), Depoy (Social Work), Grosswiler (Communication and Journalism), Lukens (English), Pawling (History and Native Studies), Riordan (History), Sorg (Anthropology, Margaret Chase Smith Center, and Climate Change Institute), and Sponarski (Wildlife, Fisheries, and Conservation Biology) are significant or developing scholars of Canada. For example, Grosswiler published *Old New Media* (Peter Lang, 2013), a study of Canadian media theorist Marshall McLuhan; and Riordan co-edited with Dr.

Jerry Bannister (History, Dalhousie), *The Loyal Atlantic: Rethinking the British Atlantic in the Revolutionary Era* (Toronto UP, 2012). ME also has adjunct faculty who teach in CAN 101, such as Linehan (Art). Similarly at SUNY-P, new faculty have been recruited into CS, including Ackland (Education), Ciobanu (Criminal Justice), Gervich (Earth & Environmental Science), Isaak (Expeditionary Studies), Mefferd Kelty (Theatre), Ostry (English), Qirjo (Economics/Finance), and Slater (Journalism and Public Relations). SUNY-P also has core adjunct faculty, including Smith (Ph.D. candidate Concordia) and Deshaies (Ph.D. candidate pending, Maine), who teach various regular and web-based sections of Introduction to Canada, and Canadian/Québec cinema courses.

Pedagogical training for instructional assistants: Instructional assistants are utilized at ME to assist in CAN 101. These students are from the History CS graduate program and all are required to take a course in pedagogy (HTY 599 *Teaching History*). Assistants in MLC teach at the introductory and intermediate levels, and are required to take MLC 466 *Methods of Modern Language Teaching*, and 598 *Immersion Language Teaching*. At SUNY-P instructional assistants, drawn from the college's Master's program in education and/or liberal arts, are trained and utilized (as needed) for the *Introduction to Canada* class, while advanced students of the CS/French program are hired as tutors for elementary and intermediate courses in French. Canadian Studies assistants are required to take a course in Pedagogy (EDU 513 *Education Research Methods*) as are assistants in French (FRE 497 *Practicum*); an evaluative, quantifiable outcome measured performance assessment of assistants is undertaken by CS Director Kirkey.

4. Specialized courses: As an example of the depth of CS courses offered by the Consortium, both ME and SUNY-P provide a remarkable range of curriculum offerings in Canadian History. For ME, at the undergraduate level, History provides HTY 261 *New England and Eastern*

Canada Since 1815: A Transnational Region, HTY 312 *Furs, Frontiers, and Fame*, HTY 459 *Colonial Canada*, and HTY 460 *Modern Canada*. In addition, HTY 221: *History and Comics* has at least 25% Canadian content, HTY 222/NAS 230 *Maine Indian History in the Twentieth Century* has at least 40% Canadian content, and GEO 349/HTY 349 *Early Modern North America in Atlantic Perspective* has 50% Canadian content. At the graduate level, History offers HTY 520 *Canadian Historiography*, HTY 521 *Canada and the U.S., 1783 to the Present*, HTY 550 *Readings in Bibliography and Criticism: Canada*, and HTY 609 *Historiography of the Northeastern Borderlands Region*. For SUNY-P, nine core undergraduate History courses are available, including HIS 171 *History of Canada to the 1860s*, HIS 172 *History of Canada from the 1860s*, HIS 173 *History of the French in North America*, HIS 300 *Special Topics in History*, HIS 370 *History of Canadian Women*, HIS 372 *North America and the World*, HIS 373 *20th Century Canada*, HIS 375 *Borderland and Migration History: Canada and the United States*, HIS 379 *Québec in the United States: Franco-American History and Culture*, and HIS 398 *Strangers in the Land: Canadian and U.S. Responses to Immigrant Populations*.

G. Quality of Language Instructional Program

1. Languages offered through the Center: Maine and New York share a border with Québec, Canada's only officially francophone province. Maine also borders New Brunswick, Canada's only official bilingual province and home of the Acadians, another distinct francophone language and cultural group that is also dispersed throughout Nova Scotia and Prince Edward Island. Over nearly thirty years, both ME and SUNY-P have emphasized North American Francophone culture in their French programs. For a better understanding of Canada and its national commitment to bilingualism, the Consortium maintains a staff of experts in the French languages and cultures of Québec and the Maritime Provinces and provides learning opportunities to all

students to achieve intermediate, advanced, and superior levels of proficiency in the languages and cultures of these regions. This feature is especially critical and relevant in establishing cross-border cultural exchanges, business initiatives, and educational collaborations.

The Department of Modern Languages and Classics (MLC) at ME offers a major and a minor in French, a Certificate of Proficiency in French, a Minor in Professional Languages, and a major in International Affairs with a concentration in Language, Culture & the Humanities: French. It also offers a B.A. in Romance Languages (French/Spanish). Candidates for the major in International Affairs with a concentration in French are required to take seven courses taught in French. MLC cooperates with the College of Engineering in offering a five-year double major, and with the Maine Business School in an M.B.A. program featuring a French language component. ME also offers an M.A.T. in Teaching French and an M.A. in North American French Studies. It is the only M.A. in North American French Studies program in the U.S. and is part of the university's "Signature and Emerging Areas of Excellence." SUNY-P offers a major and a minor in French as well as a five-year BA/MS in Teaching FR/Adolescent Education. French language students are strongly encouraged to consider a double major or to add a minor in CS, Québec Studies, anthropology, business, political science, and communication studies.

Enrollments at each level	Novice	Intermediate	Advanced	Superior
University of Maine	252	99	327	46
SUNY Plattsburgh	438	154	159	0
Total	690	253	486	46

Student enrollments: From Fall 2014 to Spring 2018, 724 students enrolled in 68 FR courses at ME, and 751 students enrolled in 84 FR courses at SUNY-P, for a grand total of 1,475 students in 152 courses. The percentage of students by proficiency level is as follows: Novice: 46.8 %; Intermediate: 17.1 %; Advanced: 32.9 %; Superior: 3.1%. Since Fall 2014, MLC has awarded 4

M.A.T. degrees and 4 M.A. degrees, with a concentration in North American French studies.

2. Three or more levels of language training: ME students can begin the study of FR and achieve advanced proficiency by enrolling in courses offered on campus (some are offered online) and by taking advantage of exchange and study abroad programs, travel/study courses in French Canada, and cross-border conferences and symposia open to both faculty and students. As demonstrated in the table below, the Elementary and Intermediate French courses are also offered in six-credit options, allowing students to complete the equivalent of four semesters in one year. French-Canadian content is present at all levels of the FR curriculum. Elementary, intermediate, and especially advanced courses include units on Québec and North American French culture and history. Starting at the 300 level, all of the courses are not French language courses *per se*, but content courses entirely taught in French. At SUNY-P, the department responsible for French, Modern Languages and Cultures (MLC), promotes the study of foreign languages by emphasizing a comprehensive interdisciplinary approach that focuses on literature and culture to impart a well-rounded perspective on language study with an emphasis on cross-cultural competencies. A strong Canadian focus is infused in the French curriculum at SUNY-P.

Course sections at each level	Novice	Intermediate	Advanced	Superior
University of Maine	12	12	35	9
SUNY Plattsburgh	28	20	36	0
Total	40	32	108	16

Courses in disciplines other than language, linguistics, and literature: ME courses offered in French in disciplines other than language, linguistics and literature are as follows: FRE 307 *French for Business*; FRE 430 *French film survey*. MLC recently developed and offered a course titled FRE 490-598 *Topics in French: History of Québec through culture*, which examines the history of the province, and various issues related to it (such as French language policy) through

French curricula at ME and SUNY-P by proficiency level		
	ME	SUNY-P
Novice Low-Mid	FRE 101 Elementary French	FRE 111 Elementary French. I
Novice High	FRE 102 Elementary French FRE 117 Accelerated French I (6cr)	FRE 112 Elementary French II
Intermediate Low		FRE 150 Intermediate French Review FRE 199 Independent Study (1-15 cr)
Intermediate Mid	FRE 201 Intermediate French I	FRE 213 Intermediate French I
Intermediate High	FRE 202 Intermediate French II FRE 218 Accelerated French II (6cr) FRE 350 Multidisciplinary Readings(1-3cr)	FRE 214 Intermediate French II FRE 299 Independent Study (1-15 cr)
Advanced Low	FRE 305 Conversation & Composition IFRE 307 French for Business FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France	FRE 316 Conversation avancée FRE 322 Lecture et Interprétation
Advanced Mid	FRE 306 Conversation & Composition II FRE 309 Readings in French Literature IFRE 320 French Pronunciation FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France FRE 310 Readings in Francophone Lit. FRE 390 Topics in French	FRE 319 Comp. et Grammaire avancée FRE 333 La France FRE 334 La Francophonie FRE 335 Le Québec FRE 346 French Canadian Cultures* FRE 348 French Civilization * FRE 399 Independent Study (1-15 cr)
Advanced High	FRE 315 Advanced French Conversation FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France FRE 400 Advanced French Grammar FRE 401 Translation & Stylistics FRE 407 19 th Century French lit. FRE 408 Twentieth Century French lit. FRE 413 Adv. Composition and Stylistics FRE 430 French film survey FRE 442 French Lang. of North America FRE 463 Quebec Poetry FRE 464 Quebec Theater FRE 465 North America French Novel FRE 490 Advanced Topics in French FRE 495 Senior Project in French	FRE 441 Études Françaises FRE 448 Études Francophones FRE 470 French Interdisciplinary Study FRE 496/596 French Foreign Language Methodology* FRE 497 French Practicum FRE 498 Internship FRE 499 Independent Study (1-15)
Superior	FRE 500 History of the French language FRE 508 Grad. French/Québec Lit. FRE 509 Grad. French/Québec Lit. FRE 510 Grad. French/Québec Lit. FRE 520 French linguistics FRE 542 French Language of North America	FRE 599 Grad. Indep. Study in Fr. (1-15 cr) *These courses are taught in English but may be offered to students of French at the proficiency indicated.

works of art. At SUNY-P, these non-language, linguistics and literature courses are offered in French: FRE 316 *Conversation avancée*; FRE 333 *La France*; FRE 334 *La Francophonie*; FRE

335 *Le Québec*; FRE 346 *French Canadian Cultures*; FRE 348 *French Civilization*; FRE 441 *Études françaises*; FRE 448 *Études francophones*; FRE 470 *French and Francophone*.

3. Numbers of language faculty and language pedagogy training: French faculty at ME consist of three tenured associate professors and one assistant professor. MLC also employs one adjunct assistant professor, one graduate teaching assistant, and one Fulbright Foreign Language Teaching Assistant. SUNY-P has two full-time French faculty, one of whom is tenured. Based on an established rotation, they teach courses listed in the French Curricula at ME/SUNY-P. ME's full-time faculty members are ACTFL trained, teach the department's Methods courses, have been leaders in the French section's proficiency movement, and are cooperating faculty members in the College of Education, in addition to providing in-service training to language teachers state-wide. French faculty at SUNY-P have completed ACTFL proficiency training, including OPI and WPT assessment.

The Consortium's French faculty members are scholars of North American French literature, culture, or linguistics and have published in either one or all of these areas. Recent publications have appeared in *Québec Studies*, *Spirale*, *The French Review*, *Alliance française de Lecce*, *L'Harmattan* and *Voix et Images*. Three books on Québec culture by ME faculty were recently published by Presses de l'Université de Montréal and Nota bene. On behalf of the Consortium, French faculty have recently collaborated with Canadian institutions including: the Social Sciences and Humanities Research Council (Canada), the Fonds de recherche société et culture (Québec), ACQS, and the Centre de recherche interuniversitaire sur la littérature et la culture québécoises (Québec). The Consortium's French faculty hold professional memberships with: AATF, ACTFL, AIEQ, ACSUS, ACQS, MANECCS, CIEF, MLA, and NYSAFLT.

4. Performance-based instruction, adequacy of resources, and language proficiency requirements: ACTFL's guidelines have served as the basis for curriculum development and student advising for the past 19 years at ME. Oral proficiency guidelines are used to monitor competency levels throughout a student's career and play a significant role in every major's advancement. French faculty teach according to proficiency measures established for each course in the curriculum. The culmination of a major's career, FRE 495 *French Undergraduate Capstone*, includes a research component (a 20 page written paper) and a public lecture during which a faculty panel evaluates the candidate's presentational skills in French. ME undergraduate French majors are required to either spend a semester or two in a French-speaking university or to participate in one of two intensive courses in France or Québec. An example of a performance-based course is the FRE 397 *French May Term in Québec City* that is open to students at the intermediate and advanced levels and led by a faculty member. The two-week course is a complete French immersion experience and consists of an exploration *in situ* of Québec history and culture. Students at ME can participate in the French Club, which is entirely run by students and meets weekly. The Department also hosts the weekly French conversation table, which is open to the university and broader communities. In addition, since fall 2015, students with an interest in education may work in the after-school French program in Old Town, ME, organized by the Franco American Centre.

Annually, up to 25% of SUNY-P French students pursue intensive language training through study abroad programs. SUNY-P has long-standing relationships with the École de langue française et de culture québécoise at the Université du Québec à Chicoutimi and the Québec Summer Studies Program at McGill University. SUNY-P students may also enroll in other intensive French courses through study abroad opportunities available through the Killam

Fellowship Program and the National Student Exchange which include Université Laval, Université de Montréal, Université de Sherbrooke, and the Université du Québec à Montréal.

ME's MLC classrooms are equipped with projectors and screens for electronic presentations, and PowerPoint presentations are a daily feature of most of our courses. Little Hall room 205 has been designated a Distance Education Classroom and is equipped to deliver all manner of distance learning courses including teleconferencing and a variety of hybrid courses. Fogler Library at ME has a collection of 49,893 books and microfiche in French and all ME campuses, plus Bangor Public, Maine State Library, and Maine Legislative Library, have 69,040 books in French. In order to succeed in class, students must use the resources of the Library.

Resources are available to support teaching and professional development for SUNY-P MLC faculty in CS and FR language teaching and practice. French language classrooms are all equipped with Smart Classroom technology including computer, projector, DVD player, and stereo speakers. Advanced French students are encouraged to utilize a variety of resources from French-speaking Canada including newspapers, media, film, as well as other aspects of cultural production to support their language advancement and personal interests.

At ME, all students entering the French program with any prior study of the language must take a placement test. Developed at Brigham Young University, the test is delivered online and measures vocabulary, knowledge of grammatical structures, and reading comprehension. Students majoring in International Affairs-Language, Culture & the Humanities (French) must do so with an Oral Proficiency Interview (OPI) or an Oral Proficiency Interview by Computer (OPIc) rating of Intermediate Low, Mid, or High. The OPI and OPIc are administered by the only agency authorized to do so by the American Council on the Teaching of Foreign Languages, which is Language Testing International.

Performance-based instruction is applied on a regular basis in the French program at SUNY-P and meets the established proficiency requirements for students seeking to advance to the next level. All incoming students must take a placement exam, and students are administered optional proficiency tests. General education requirements at SUNY-P mandate that students have either novice-high or intermediate-low proficiency in a foreign language, depending upon their previous level of language study. The SUNY-P Individualized Study Program CS major and minor requirements permit up to six credits in French and the Québec Studies minor requires three credits of French at the novice-high level or higher; an additional six credits in French may be applied to this minor as electives.

H. Quality of Curriculum Design

1. Undergraduate curriculum: The Consortium offers multi-disciplinary, integrated baccalaureate degree programs in CS that result in high quality training of undergraduate students. At SUNY-P, students can choose from 35 undergraduate CS courses, enrolling in a major or minor program in CS. The Individualized Studies Program Canadian Studies major requires a minimum of 37 credit hours, consisting of two Foundation Courses (6 credits), a minimum of five CS disciplinary content courses, including several French language offerings (15 credits); a CS advanced writing requirement course; a CS capstone seminar; and cognates/applied internship (minimum 16 credits). For the minor (18 credits), students must complete two Foundation Courses (including *Introduction to Canada*, and *History of Canada*) and four select courses (12 credits) from a range of twenty-six CS electives. All students enrolled in the CS individualized study major or minor are strongly encouraged to undertake a complimentary minor in Québec Studies, the only such undergraduate program offered in the U.S. Seventeen of SUNY-P's CS courses contribute toward the College's General Education

Requirements. In AY 2016-17, a total of 2,001 students (38% of SUNY-P's student population) enrolled in CS content courses. The comprehensiveness and quality of training provided by the CS academic program led Dr. Holman to observe in his recent evaluation that “the strength of the Center for the Study of Canada at SUNY Plattsburgh is, without doubt, its undergraduate program in Canadian Studies, which may well be the largest of its kind in the United States... the program features 38 different routinely offered Canadian-content courses in regular disciplines, as well as a variety of interdisciplinary Canadian Studies courses.”

At ME, students can take a minor in CS, with requisites similar to those at SUNY-P. Students have to take the interdisciplinary CAN 101 *Introduction to Canadian Studies*, plus two 100% Canadian and three 50% or more Canadian courses for a total of 18 credit hours. Two courses can be French Language courses at the intermediate or higher level (see **Section G** for majors/minors in North American French). The CS minor is integrated into the International Affairs (IA) Major, and this has led to increased enrollments in CAN 101 and more interest in the CS minor. Director Hornsby serves on the IA committee. ME continues to support a minor in CS as the faculty feel strongly that students should major in a discipline and take a minor in CS. Such an approach prepares students either to secure employment related to their discipline or to enter graduate school and there specialize in a Canadian topic.

2. Academic and career advising: Academic mentoring and career advising are a hallmark of SUNY-P's CS program. Director and Academic Coordinator Kirkey, who provides academic advising to all CS individualized study majors, and CS and Québec Studies minors, also oversees the campus-wide promotion of personalized CS scholarship awards, supervision of internship placements in the U.S. and Canada, and circulation of CS career opportunities for students. The Director regularly invites career professionals from the public and private sector and visiting

faculty from across Canada and the U.S. to meet with students. These annual “career profiles and briefings,” by individuals such as Phyllis Yaffe, Canadian Consul General (New York City), Nina Fite, U.S. Consul General (Montréal), and Jean-Claude Lauzon, Québec Delegate General (New York), provide a dedicated networking opportunity for students. These efforts are directly complemented by the efforts of Suzanne Daley, Director of Academic Advising, and Dr. Julia Overton-Healy, Director of the Career Development Center, who work with CS students on advisement and career placements. Further, SUNY-P’s Global Education Office advises undergraduates interested in studying in Canada.

At ME, Assistant Director Rondeau advises students about the CS minor and French language immersion programs. Director Hornsby advises students on CS and the IA major. Outreach Coordinator Arntzen advises about Canada Year Study Abroad programs. Individual CS faculty also play important roles, mentoring students about the Canada Year program, internships, and graduate school. In graduate programs, faculty supervisors advise their students and assist in placing them in permanent positions.

3. Graduate curriculum: ME offers the consortium’s CS graduate programs. Graduate students can take an M.A. or Ph.D. in Canadian or Canadian-American history; an M.A. or an M.A.T. in North American French Studies; and an M.Sc. in Climate Change (an interdisciplinary degree dealing with the environmental history of northeastern North America in the Quaternary Period). A new doctoral program in Anthropology and Environmental Policy also promises cross-border research. Of these various programs, the most developed are in History and MLC. Established in the mid-1960s by Center co-founder Dr. Alice R. Stewart, the graduate program in Canadian History is the only one in the U.S., and has trained many Canadianists, including Dawn Bowen (Mary Washington College), Graham Carr (Concordia), Beatrice Craig (University of Ottawa),

Matthew Hatvany (Laval), Brian Payne (Bridgewater State University), Micah Pawling (ME), Shannon Risk (Niagara University), Joshua Smith (US Merchant Marine Academy), and Tijerena (ME). SUNY-P faculty member Mark Richard received an M.A. in History from ME. The placement of ME graduates at Laval (Québec City), Concordia (Montréal), and Ottawa has helped strengthen cross-border ties to Québec and Ontario. Indeed, Hatvany (Laval) plays an important role in Center teacher institutes in Québec City. The high quality of the History program is demonstrated by the numerous U.S.-Canada Fulbright Awards and Canadian Embassy Graduate Student Fellowships received by ME students. Since 1998, history students have been awarded 11 Fulbrights; doctoral student Ian Jesse currently has a Fulbright fellowship at the University of New Brunswick, and another doctoral student, Patrick Calloway, will be taking up a Fulbright at Dalhousie University in fall 2018. We also have an outstanding record of doctoral students publishing their dissertations; most recently, Dr. Brian J. Payne, *Fishing a Borderless Sea* (Michigan State UP, 2010), and Dr. Robert McLaughlin, *Irish Canadian Conflict and the Struggle for Irish Independence, 1912-1925* (Toronto UP, 2013). For the graduate program in Modern Languages, see **Section G**. Apart from History and MLC, a steady number of students in the Climate Change Institute (CCI) and Natural Sciences pursue cross-border research. The internationally-recognized, interdisciplinary Climate Change Institute focuses on the geology, climate, botany, and archaeology of northeastern North America over the past 15,000 years, as well as many other parts of the globe. Canadian Studies graduate students in the Climate Change Institute focus on cross-border research. The Center has also supported graduate students in Marine Sciences, School of Economics, and School of Policy and International Affairs.

Candidates for advanced degrees in History at ME must demonstrate proficiency in

French at the intermediate or advanced level. In addition to MLC courses available on campus, students are encouraged to participate in French-language immersion programs at Canadian universities or pass a language exam administered by Dr. Ferland, a Québec native fluent in French. Several graduate students in History hold FLAS fellowships and have completed French language immersion programs at McGill University and *Université Laval*.

4. Research and study abroad: For nearly fifty years, SUNY-P has had formal arrangements in place to facilitate undergraduate mobility initiatives, effectively allowing students to undertake research or study abroad at several Canadian universities. Existing agreements are in place from coast to coast, with thirty-five institutions including McGill, Dalhousie, Prince Edward Island, Laval, Queen's, and York universities. Between 2014 and 2018, a total of 180 SUNY-P students undertook study abroad programs in Canada. Study abroad opportunities in Canada for SUNY-P students are further advanced by SUNY-P's role as an institutional partner in the Killam Fellowship Program, allowing two junior-level students each year to spend an academic semester studying in Canada. Since 2004, 19 SUNY-P students have been Killam Fellows at Acadia, Dalhousie, McMaster, Memorial, Queen's, York, Alberta, Ottawa, and Toronto universities.

ME students can apply to any Canadian university (paying out-of-country tuition), and through the New England Board of Higher Education Program have access to 18 English-language and French-language universities in Québec and Nova Scotia (paying ME tuition). In 2007, ME joined the national Killam Fellowships Program which offers an award of \$5,000 per semester for upward of two ME students to study in Canada. Recent recipients have majored in International Affairs, History, French, Political Science, Engineering, and Accounting, and have undertaken studies at Montreal (where one ME student studied history in French), Ottawa, PEI, and Carleton. ME's own Killam Canadian Fund offers support to undergraduate study in Canada

with several annual awards of \$500 to \$750. In addition to Study Abroad, two students (International Affairs, Political Science) were accepted in the Ottawa Internship Program and placed with a Member of Parliament in Canada's capital for 5 weeks.

Summer language programs: SUNY-P students are actively encouraged to participate in intensive French-language immersion programs for three or five weeks (summer), one semester, or a full academic year at French-language universities in Québec, including Université du Québec à Chicoutimi, Université du Québec à Montréal, and Université Laval. French immersion programs annually attract an average of 10 participants, and each receive scholarship support. SUNY-P has also established a series of formal internship arrangements with government and academic offices. Internships are available with the Government of Canada (Global Affairs Canada, Parliament), the Canadian Embassy (D.C.), the Government of Québec, the U.S. Embassy (Ottawa), and U.S. Consulate (Montréal). ME students are also encouraged to take intensive French-language immersion programs, and the Slott Family French Language Immersion Fund provides support for students studying French in Canada.

I. Outreach Activities

1. Regional and National Impact: The Consortium is a recognized leader in outreach to K-12, postsecondary institutions, business, media and the public, demonstrating a significant and measureable regional and national impact. Between 2014-18, the Consortium organized 32 K-12 teacher-training programs, 22 postsecondary programs, and 42 programs for business, media and general public, serving more than 4,200 constituents. In addition, the Consortium organized 2 teacher dedicated websites, conducted over 50 media interviews, and offered CS contributions to 10 blogs, reaching many thousands more (**Please see Consortium Outreach Impact Chart, p. 54**).

(a) Elementary and secondary schools: Each year, the Consortium produces a week-long summer institute in Canada for K-12 educators. Since 2014, the *Québec Dimensions Summer Institute for K-12 Professionals* trained 40 teachers from 16 states, and the *Summer Institute for Teachers of French* (the only intensive French language immersion with an emphasis on Québec Studies and North American French available for Americans) trained 46 teachers of French from 12 states. Numerous professional development workshops for K-12 teachers with a regional impact are delivered by the Consortium annually. Between 2014-2018, 30 workshops in 8 states trained 580 teachers. K-12 teaching resource materials are produced by the Consortium and distributed across all 50 states via the *Teaching Canada* electronic mailing list of more than 6,900 subscribers. ME's *Canada Valise* resource is used annually by at least 300 students in 12 classes with a regional impact evident in CO, ME, and MA.

The Consortium successfully implements a national outreach strategy through a needs based approach to enhance teaching about Canada in elementary and secondary classrooms. The Canada and the American Curriculum project is a nation-wide initiative in which Canadian content curriculum is researched across all state instructional requirements and national standards. The *K-12 Directory on Canada* publication is the first comprehensive fifty-state research study undertaken (by SUNY-P Director Kirkey) on state curriculum standards and the teaching of an area study (Canada) in the U.S. Results generated by *The K-12 Directory on Canada* improved the Consortium's ability to deliver tailored outreach resources and programs to select states in an ongoing effort. For example, workshops and resources are repeatedly organized for GA grade 6, MA grade 4, and NY grade 5 teachers. In addition to providing best practices for CS teaching and resources, the Consortium advocates for an expanded presence of Canadian content in curriculum with state-level Departments of Education, the Council of State

Social Studies Specialists and the National Social Studies Supervisors Association, with results recently proven in OK which incorporated new grade 6 Canadian content.

In affiliation with the largest organization of K-12 educators dedicated to the teaching of history, economics, civics and geography, Arntzen (ME) serves as “Prime Minister” of the Canada Community, a special interest group within NCSS. The Consortium organizes a slate of Canada-focused training sessions at the annual NCSS conference and offers an average of 30 hours per year of CS training attended by approximately 400 K-12 teachers active within the national social studies community. The Consortium further partners with the NCSS to offer CS training via live webinar to achieve a wider audience beyond conference attendees.

The Consortium is deepening its NCSS collaboration to deliver more resources and training on Indigenous Peoples in Canada. ME and SUNY-P share an exhibit booth of Canadian Studies teaching resources with WWU/UW at NCSS conferences, and produce NCSS pre-conference teaching clinics. Consortium outreach also targets Teachers of the International Baccalaureate (IB) History of the Americas course. The Consortium designed and executed a prototype day-long Canada-focused IB workshop with WWU/UW for 35 IB teachers and librarians in VA, and ME/SUNY-P offer similar workshops in the Northeast. Consortium outreach coordinators also work with Canadian Consulates and Québec Delegations in the U.S. to disseminate resources and provide training for teachers in their regions.

Canadian Studies, Business and Education professional school faculty at both ME and SUNY-P conduct outreach to elementary and secondary schools. Education faculty also assisted with CS inquiry-based training at past NCSS conferences and will continue to do so. Expert faculty involvement in CS K-12 outreach programming strengthens Consortium partnerships with local, regional, and national educational organizations, including local school districts, local

museums, social studies councils, geography alliances, and foreign language teacher associations.

TABLE: University of Maine-SUNY Plattsburgh		
Consortium Domestic Outreach Programming and Impact 2014-2018		
<i>Key: CS=Canadian Studies, QS=Québec Studies</i>		
PROGRAM ACTIVITY	INDICES	IMPACT
<u>Elementary & Secondary Schools Outreach</u>		
Summer Institute Master Teachers Trained in CS/Social Studies	40 teachers from 16 states	<i>Increase/Institutionalization of CS in American K-12 Curriculum</i>
Summer Institute Master Teachers Trained in QS/French Language	46 teachers from 12 states	<i>Increase/Institutionalization of CS in U.S. French Language Classrooms</i>
Number of students annually taught by Master CS/QS Teachers	8,396 K-12 students	<i>Students educated about Canada through enhanced CS/QS methods</i>
Social Studies CS Teacher Training Workshops/Clinics	580 teachers in 30 workshops	<i>Increase/Institutionalization of CS in American K-12 Curriculum</i>
Social Studies/French Teacher Conference Outreach	1,800 teachers from 36 states	<i>Promotion of CS best practices for Social Studies and French Classrooms</i>
Number of students annually taught by Teachers with CS Workshop Training	261,800 K-12 Students	<i>Students gain CS exposure from Consortium Workshop Trained Teachers</i>
Teaching Canada K-12 eNewsletter	6,932 educators	<i>Regularized communication of CS K-12 professional development resources</i>
Teaching Canada K-12 Website	9,400 views in past 2 years	<i>Promotion of CS/QS K-12 resources</i>
<u>Postsecondary Outreach</u>		
New Publications Produced from 6 CS Colloquia	148 faculty from 15 states presented research at colloquia	<i>2 books & 4 special issue journals published; 2 books forthcoming</i>
Canada in American Community Colleges Workshop Participants	45 community college educators from 6 states	<i>Increased CS content taught/research at Community Colleges</i>
Colloquia Participants at Minority Serving Institutions (MSI)	24 MSI faculty in 3 colloquia	<i>MSI faculty produced new CS research with select paper publications</i>
CONNECT CS Mentoring Program	705 scholars at 262 postsecondary institutions	<i>Institutionalization of CS through training of junior scholars</i>
Consortium Faculty Engaged in CS Outreach	26 CS & professional school active faculty	<i>Enhanced involvement of professional school faculty in outreach & research</i>
<u>Business/Media/ General Public Outreach</u>		
International Business Conference: Ocean Technology	100 regional business/public attendees	<i>TV reported to state audience; session videos posted online</i>
Faculty Interviews	10 blogs 50 interviews	<i>TV, radio & encyclopedia coverage</i>
Various Campus Speaker Series	15 events annually, reaching up to 225 participants	<i>Scholarly CS content delivered to business, media, and the general public</i>

(b) **Postsecondary institutions:** The Consortium conducts substantial postsecondary outreach through a variety of faculty development programs to enrich CS research and teaching. Between 2014-2018, SUNY-P organized and delivered 6 separate multi-day colloquia which included 148 university faculty from 15 states with publication results in 4 journals, and 2 forthcoming books.

SUNY-P faculty from professional schools (School of Business and Economics and the Education Unit) are prioritized for participation in these colloquia, and 3 of these colloquia were organized in partnership with an MSI, and included 24 MSI faculty participation. Forty-five community college faculty from 6 states participated in regionally held half-day workshops organized by SUNY-P in partnership with Canadian Consulates General in Boston, Chicago, Denver, and New York City. With Oxford UP, SUNY-P recently published the second edition of *Québec Questions*, an essential multi-disciplinary text on Québec for the American postsecondary audience, and *Canadian Foreign Policy in a Unipolar World*, which featured contributing authors from 13 American and 15 Canadian postsecondary institutions. SUNY-P also administers CONNECT, a national program dedicated to the growth and institutionalization of CS throughout the U.S. higher education community by mentoring doctoral candidates and assistant professors at American colleges and universities. CONNECT members include 705 scholars at 262 colleges and universities in 48 states.

ME's outreach to postsecondary institutions includes publications (particularly maps), online materials, conferences, workshops, and lectures. Forty-nine high resolution maps from Director Hornsby's *British Atlantic, American Frontier* publication offers the best collection of maps of early Canada and America currently available online and are used by history/geography educators at both postsecondary and secondary levels. ME sponsors an international graduate student conference, now in its 19th year, which alternates between ME and the University of New Brunswick.

The Consortium regularly supports faculty postsecondary CS outreach through scholarly conference presentations and publications. The Consortium also works with professional schools (SUNY-P: School of Business and Economics, and ME: Maine Business School and Law

School) and the teacher training programs at SUNY-P's Teacher Education Program, and ME's College of Education and Human Development (CEHD). At ME, Arntzen has formed ongoing relationships with professors of elementary and secondary level social studies, and provides a CS lecture to the elementary pre-service Social Studies teachers. ME is also developing a new course (CAN 501) to provide a graduate level option alongside the CAN 101 course, to directly benefit the CEHD M.A. students.

(c) Business, media, general public: Given the proximity of the Canadian border to the Consortium, there is great interest from government, media, business, and the general public in cross-border business, cultural and other relations with Canada. CS faculty, in particular those from the professional schools of business and education, at both ME and SUNY-P actively present to these constituents. Moreover, news stories with local media (newspaper, TV, and radio) are regularly generated from Consortium programming with outreach to large audiences locally and throughout the Northeast. The vital trade relationship between the U.S. and Canada is a catalyst for Consortium faculty to provide an estimated 12 media interviews per year.

ME's recent outreach to the local general public was a 2016 cross-border economic conference co-hosted by Maine International Trade Center and supported by a \$50,000 grant from TD Bank entitled, "Ocean Technology in New England and Atlantic Canada: Promoting a Network of Collaboration." Over a hundred American and Canadian business leaders, researchers and policy makers, plus faculty, students and the general public gathered to explore cross-border cooperation in ocean technologies. ME's peer-reviewed series *Canadian-American Public Policy* with a mailing distribution to 140 libraries and scholars in 6 countries is now hosted by UVictoria, and all 81 previous issues are available online. ME also hosts several public CS lecturers each year.

SUNY-P actively conducts outreach to local and regional businesses, media and the general public by featuring scholarly experts. The Fulbright Visiting Scholar in CS, the Distinguished Fulbright Scholar in Québec Studies, the Canada Speaker Series, the Scholar-in-Residence programs, the Distinguished Canadian/Québec Address, Québec Studies Colloquium, and Célébrons Québec festival annually offer an average of 15 CS or Québec Studies expert speakers. Each of these programs reach a minimum of 225 people in targeted constituencies multiple times during the year. The close relationship SUNY-P enjoys with the North Country Chamber of Commerce and the Development Corporation of Clinton County results in the engagement of hundreds of local business people in Center events.

J. FLAS Awardee Selection Procedures

1. FLAS recruitment: The recruitment of applicants begins in the fall of each year. Publicity for the award competition and a description of program guidelines appear on the Center's Web site. Posters of the Center's graduate financial aid are displayed on campus and at national and regional conferences, including those of the ACQS and ACSUS, as well as gatherings of History and French professional associations. Email notifications to all graduate coordinators are sent in January inviting them to nominate candidates for AY and Summer FLAS awards.

Application process: Application materials are also available at the Graduate School, at the Canadian-American Center, and from members of the CS faculty. AY FLAS nominations must be received by February 15; awardees are named by April 15. Applications for Summer FLAS awards are expected by April 1. Offers of awards and placement in appropriate intensive French programs are completed in April.

Student selection criteria: Students interested in being nominated for AY FLAS awards alert the graduate coordinator of their department. The faculty member completes a ME Graduate

School nomination form and establishes a rank order of nominees from his/her department. The form, along with the candidate's transcript, a cover letter outlining his/her research plans, and a letter of support from the advisor are submitted to the Canadian-American Center office.

Selection committee: The Center's Award Selection Committee, consisting of the FLAS coordinator, the Center director, and two graduate faculty members, evaluates the applications based on the following criteria: 1) strength of academic record; 2) demonstrated ability to conduct research; 3) proficiency level in French; 4) commitment to French language study as an integral component of the candidate's program of study; 5) relevance of the research topic to CS; 6) commitment to pursue a public service career; and 7) financial need (**Please see FLAS Competitive Priority 1**). An applicant's level of language proficiency for an AY FLAS is expected to be at the Intermediate High/Advanced level. Applicants for Summer FLAS awards contact the FLAS coordinator who serves as the student's advisor during the process. Items that are requested as part of the selection process include documentation of the candidate's proficiency in French; a statement of the relevance of language study to future professional goals; a letter of support from the student's advisor; a graduate transcript; and a plan of study in an approved French immersion program in Canada. A candidate for a Summer FLAS is expected to demonstrate at least Intermediate proficiency in French.

Fellowships address priorities: FLAS awards are particularly beneficial to the ME graduate programs (M.A. and Ph.D.) in Canadian History and North American French Studies (M.A.). Awards have also been made to graduate students in the Schools of Economics, the School of Policy and International Affairs, and the College of Education.

K. Competitive Preference Priorities

NRC Competitive Preference Priority 1: Our proposal specifically details a series of

significant and sustained collaborative program activities with Minority-Serving Institutions and community colleges across all four years of the project period. First, the Consortium, in partnership with the AACC, AACU, and Canadian Consulate Generals in New York City, San Francisco, Minneapolis, and Detroit, will organize and deliver annual multi-state professional development workshops on Canada exclusively for MSI and community college faculty. The workshops, designed to introduce, integrate, and institutionalize international perspectives on Canada into the instructional curriculum of both MSIs and community colleges, will directly contribute to a strengthening of area studies at each participating institution (**Please see A. Program Planning and Budget, p.1**). SUNY-P, working in partnership with the College of Social Sciences at the University of Hawai'i at Mānoa (an MSI), and Fulbright Canada, will convene four annual colloquia: Canada and the World's Oceans (2019), Canada, the United States and Public Health of Indigenous Communities (2020), Canada, the United States, and the Pacific Region: Trade and Security (2021), and Canada, the United States, and International Migration (2022) (**Please see A: Program Planning and Budget, p. 7**). SUNY-P will also work with the Center for International Economics and School of Public Policy at the University of Maryland (an MSI) to organize and deliver a conference addressing "Canada, the United States, and Global Economic Forces (September 2021) (**Please see A: Program Planning and Budget, p. 7**).

NRC Competitive Preference Priority 2: Our Consortium proposes collaborative activities with several partners in Canada. ME will collaborate with Schools of Arts and Sciences at the University of New Brunswick and Dalhousie University on our "New Directions in Northeastern Borderlands" conference (2022). SUNY-P, working with the School of Arts and Sciences at Bishop's University (2019-2022), Bridgewater State University (2018), McGill University

(2019), and the University of Toronto (2020), will convene several conferences on Canada. SUNY-P will further partner with our School of Education, Health and Human Services, and the North Country Teachers Center to provide credit-bearing CS professional development workshops for teachers and curriculum specialists. In addition, SUNY-P, in partnership with the NY State Department of Education and the NY Council for the Social Studies, will produce a Canada-focused curriculum resource book for NY State elementary and middle school teachers.

FLAS Competitive Preference Priority 1: FLAS Competitive Preference Priority 1 will be a key criterion in the promotion, screening, and award of FLAS grants. ME will specifically give preference to FLAS student applicants who have a documented need for financial assistance, as indicated by a students' proposed family contribution, as set forth under part F of Title IV of the Higher Education Act. Successful individual applicants for FLAS awards who are accorded such preference must also demonstrate the potential for significant academic achievement, as measured by institutional grades, class ranking, and supporting letters of reference.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

XX Comprehensive National Resource Center

☐ Undergraduate National Resource Center

XX Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$250,000 Year 2: \$250,000 Year 3: \$250,000 Year 4: \$250,000

FLAS Request

Year 1: \$121,500 Year 2: \$121,500 Year 3: \$121,500 Year 4: \$121,500

Type of Applicant

☐ Single institution _____

XX Consortium of institutions

☐ Lead University of Maine

☐ Partner 1 State University of New York at Plattsburgh

☐ Partner 2 _____

☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

☐ AFRICA

XX CANADA

☐ EAST ASIA/PAN ASIA

☐ EUROPE

☐ INTERNATIONAL

☐ LATIN AMERICA and the CARIBBEAN

☐ MIDDLE EAST

☐ PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA

☐ SOUTH ASIA

☐ SOUTHEAST ASIA

☐ WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

French

**INDEX for APPENDIX B:
COURSE LISTS**

<u>DISCIPLINE</u>	<u>Page</u>	<u>DISCIPLINE</u>	<u>Page</u>
ANTHROPOLOGY	B-1	FRENCH	B-2 & 6
ART	B-1	GEOGRAPHY	B-3 & 7
BUSINESS ADMINISTRATION	B-1	HISTORY	B-3 & 7
CANADIAN STUDIES	B-1 & 6	LAW	B-4
COMMUNICATION & JOURNALISM	B-1	MAINE STUDIES	B-5
DISABILITY STUDIES	B-1	MANAGEMENT	B-8
ECONOMICS	B-1 & 6	MARKETING	B-8
EARTH SCIENCES	B-1	NATIVE AMERICAN STUDIES	B-5
ENGLISH	B-1	POLITICAL SCIENCE	B-5 & 9
FINANCE	B-6	SOCIAL WORK	B-9
FRANCO AMERICAN STUDIES	B-2	SUPPLY CHAIN MANAGEMENT	B-9

APPENDIX B: Course List- University of Maine

Course Number		Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enrollment		2017-18 Enrollment		2018-2019
							Grad	UG	Grad	UG	
<u>Anthropology</u>											
ANT	221	Introduction to Folklore includes Maritime Canada	Wynn/ Miller	25%	F	3		41		47	✓
ANT	372	North American Prehistory	Newsom	50%	F	3				17	✓
ANT	426	Native American Folklore	MacDougall	25%	F	3		14		28	✓
<u>Art History</u>											
ARH	270	Canadian Art	Linehan	100%	F	3		8			✓
<u>Business Administration</u>											
BUA	328	Canadian/U.S. Business: A Comparison Study of cross- border trade issues	Tijerina	100%	F	3		26		33	✓
<u>Canadian Studies</u>											
CAN	101	Introduction to Canadian Studies	McLaughlin/ Tijerina	100%	F/S	3		127		99	✓
CAN	401	Readings in Canadian Studies	McLaughlin	100%	S	3		3		2	✓
CAN	499	Internship	Arntzen	100%	F/S/SU	3					✓
CAN	599	Internship	Arntzen	100%	F/S/SU	3					✓
<u>Communication and Journalism</u>											
CMJ	314	International Mass Communication	Grosswiler	25%	S	3		29			✓
<u>Disability Studies</u>											
DIS	530	Disability Policy includes Canadian examples	Gilson/DePoy	50%		3		10		11	✓
<u>Economics</u>											
ECO	340	The Canadian Economy: Issues and Policies	Tijerina	100%	F/S	3		26		33	✓
ECO	342	Health Economics	Daley	25%	F	3		22			✓
<u>Earth Sciences</u>											
ERS	100	An Introductory Survey of Geology	Kelley	25%	F/S	3		400		390	✓
<u>English</u>											
ENG	336	Canadian Literature	Norris	100%	F	3				19	✓

APPENDIX B: Course List- University of Maine

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enrollment		2017-18 Enrollment		2018-2019
						Grad	UG	Grad	UG	
ENG 536	Studies in Canadian Literature	Norris	100%	F	3	8				✓
Franco American Studies										
FAS 101	Introduction to Franco American Studies includes Canada	Pinette	25%	F	3		15		21	✓
FAS 120	People, Places, Past includes Canadian examples	Pinette	30%	S	3		24		18	✓
FAS 270	Immigration, Yesterday and Today, includes Québécois	Pinette	25%	S	3				2	✓
FAS 329	Topics in Franco American Studies includes Québécois	Brinkley, Slott, Pinette, Okin	50%		3		17		29	✓
French										
FRE 101	Elementary French I, includes FR Canada	Danner/Doyle, McCarthy/Smith	25%	F	4		36		40	✓
FRE 102	Elementary French II, includes FR Canada	Linscott	25%	S	4		16		15	✓
FRE 117	Accelerated French I, includes FR Canada	St. Louis-Savoie	25%	F	6		10		19	✓
FRE 201	Intermediate French I, includes FR Canada	St. Louis-Savoie	25%	F	3		11		10	✓
FRE 202	Intermediate French II, includes FR Canada	Smith	25%	S	3		5		10	✓
FRE 218	Accelerated French II, includes FR Canada	St. Louis-Savoie	25%	S	3		6		12	✓
FRE 305	French Conversation and Composition I, includes FR Canada	Slott	25%	F	3		7		7	✓
FRE 306	French Conversation and Composition II, includes FR Canada	Slott	25%	S	3		8		8	✓
FRE 310	Readings in Francophone Literature	Rondeau	75%	F	3				12	✓

APPENDIX B: Course List- University of Maine

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enrollment		2017-18 Enrollment		2018-2019
						Grad	UG	Grad	UG	
FRE 315	Advanced French Conversation	Hogue	100%	S	3		16			✓
FRE 320	French Pronunciation	Smith	100%	S	3				12	✓
FRE 400	Advanced French Grammar and Composition	Slott	25%	F	3		7		11	✓
FRE 401	Translation	Slott	100%	S	3				6	✓
FRE 408	20th Century FR Literature	Rondeau	25%	F	3		9			✓
FRE 413	Advanced Composition and Stylistics	Slott	25%	S	3		6			✓
FRE 430	French Film Survey	Slott	50%	F	3		13			✓
FRE 442	French Language of N. America	Smith	75%	F	3				7	✓
FRE 463	Québec Poetry	Rondeau	100%	S	3		10			✓
FRE 464	Québec Theatre	Slott	100%	S	3				8	✓
FRE 465	North American French Novel	Rondeau	75%	F	3		8		8	✓
FRE 490	Advanced Topics in French, including FR Canada	Rondeau/ Slott	100%	S	3		6		14	✓
FRE 495	Senior Project in French, including FR Canada	Slott/Smith/ Rondeau	100%	F/S	3		4		4	✓
FRE 508	Seminar in the Novel	Rondeau	75%	F	3	8		6		✓
FRE 509	Seminar in Poetry/Québec	Rondeau	100%	S	3	10		4		✓
FRE 598	Projects in French	Rondeau	100%	S	3	6		2		✓
FRE 699	Graduate Thesis/ Research - Canada	Smith/Pinette	100%	F/S	3			1		✓
<u>Geography</u>										
GEO 349	Early Modern North American Atlantic	Hornsby	50%	S	3				17	✓
<u>History</u>										
HTY 199	Problems in History: Natives	Pawling/Mc Laughlin	50%	F	3		30			✓

APPENDIX B: Course List- University of Maine

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enrollment		2017-18 Enrollment		2018-2019
						Grad	UG	Grad	UG	
HTY 199	Problems in History: Acadians	Okin	75%	F	3		9			✓
HTY 220	N American Indian History	Smith/Rogers	50%	S	3		27		36	✓
HTY 221	Problems in History: CS	McLaughlin	50%	F	3				19	✓
HTY 240	Creation of the Atlantic World	Callaway	75%	S	3				15	✓
HTY 312	History of Explorations	Ferland/Judd	75%	F	3		25		17	✓
HTY 398	Historical Issues: Exploration	Okin	75%	F	3				6	✓
HTY 398	Historical Issues: Ethnohistory	Pawling	50%	S	3				4	✓
HTY 459	Colonial Canada	Ferland	100%	F	3				7	✓
HTY 460	Modern Canada	McLaughlin	100%	S	3				12	✓
HTY 483	Violence in N.A. History	See	33%	F	3		16			✓
HTY 498	Senior Seminar in North American History	Judd	100%	F/S	3		17		8	✓
HTY 523	CDN Nationalisms and Myths	See	100%	F	3	9				
HTY 550	Readings in Bibliography and Criticism: Canada	Ferland/See	100%	F/S	3	4		1		✓
HTY 599	Special Topics in History: Modern Canada	See	100%	S	3	1				✓
HTY 609	Seminar in N.E.-Québec Atlantic Provincial History	See/Ferland	75%	S	3	7				✓
HTY 699	Graduate Thesis/ Research - Canada	Ferland	100%	F/S	3	50		26		✓
Law										
LAW 624	Admiralty Law Includes N.A. fishing, shipping	Scholar	25%	F	3	6				F'19
LAW 642	Conflicts of Law Includes N.A. border conflicts	Mermin	25%	F	3	10		22		✓
LAW 647	International Law Cases of N.A. agreements	Norchi	25%	F	3	9		20		✓

APPENDIX B: Course List- University of Maine

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enrollment		2017-18 Enrollment		2018-2019
						Grad	UG	Grad	UG	
LAW 651	International Trade Law Cases of N.A. trade issues	Norchi	25%	F	3					F'18
LAW 697	Oceans Law & Policy Includes Arctic Ocean	Norchi	25%	F	3	13		10		✓
Maine Studies										
MES 540	Maine and the Northeast Borderlands	Okin	50%	F/S	3	13		5		✓
Native American Studies										
NAS 102	Introduction to Wabanaki History, Culture, & Issues	Mitchell	25%	F/S	3		91		71	✓
NAS 201	Topics in N. Amer. Native American Studies	Pawling/Paul	25%	F/S	3		9		18	✓
NAS 401	Advanced Topics in N. Amer. Native American Studies	Pawling/Paul	25%	S	3				4	✓
Political Science										
POS 241	Introduction to Comparative Politics includes Canada	Cody/Warhola	33%	F/S	3		72		80	✓
POS 273	International Relations	Tijerina	25%	S	3		47		39	✓
POS 344	Public Policy in Canada	Cody/Tijerina	100%	S	3		11			✓
POS 349	Arctic Challenge	Holman	25%	F/S	3		39		30	✓
POS 369	Topics in International Relations	Tijerina	25%	F/S	3		58		39	✓
POS 372	Canadian Foreign Policy	Tijerina	100%	F	3		12		9	✓
Total Courses Offered: 79										
(28 are 100% Canadian content)			Total Enrollment:			154	1403	97	1383	

APPENDIX B: Course List- SUNY-Plattsburgh

Course Number		Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2016-17 Enroll UG	2017-18 Enroll UG	2018-19
Canadian Studies									
CAS	111	Introduction to Canada	Jeskanen	100%	F/W/S/	3	404	411	✓
		Multidisciplinary introduction to Canada	Deshaies Smith		SM				
CAS	358	Canadian Cinema	Smith	100%	F/S/SM	3	12		✓
		Viewing and analyzing of one Canadian film/week							
CAS	375	Borderland & Migration History: Can/US	Richard	100%	F	3		10	✓
		Study of Canada-U.S. migrations							
Economics									
ECO	391	International Trade	Qirjo	50%	F	3	36	35	✓
		Economic foundations of international movement of goods etc.							
Finance									
FIN	396	Money and Capital Markets	Christopherson	25%	S	3	40	45	✓
		Analysis of global financial intermediaries							
FIN	400	International Financial Management	Gregoriou	50%	F/S	3	27	29	✓
		The key issues in international finance with a focus on Canada	Pascalau						
French									
FRE	111	Elementary French I	Leone	25%	F/S	3	61	61	✓
FRE	112	Elementary French II	Boumghar	25%	F/S	3	54	51	✓
		Continuation of French I	Leone						
FRE	213	Intermediate French I	Cusson	25%	F/S	3	10	20	✓
		Review & practice of language/cultural studies							
FRE	214	Intermediate French II	Leone	25%	F/S	3	13	17	✓
		Preparation for French composition/conversation							

APPENDIX B: Course List- SUNY-Plattsburgh

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	Enrollm ent	Enrollme nt	2018-19
						UG	UG	
FRE 316	Conversation avancee	Cusson	25%	F	3		9	✓
FRE 319	Composition Grammaire Avancee	Cusson	25%	F	3		7	✓
FRE 334	La Francophonie: Theme Varies	Cusson	50%	FS	3	7	7	✓
	Cultural components; French Canada							
FRE 335	Le Québec - History, culture, lit	Cusson	100%	S	3	9		✓
<u>Geography</u>								
GEG 307	Urban Geography and Planning	Xie	25%	F	3	11		✓
	Global urbanization							
<u>History</u>								
HIS 171	Canada to the 1860s	Beaudreau	100%	F	3	32	80	✓
	Surveys social/cultural/econ/pol factors of Canada to the 1860s							
HIS 172	Canada from the 1860s	Beaudreau	100%	S	3	43	79	✓
	Social/cultural/econ/pol factors in Can from 1860s							
HIS 347	Iroquois World in 1800	TBA	60%	F	3			✓
	Cultural, social, and political life of Iroquois as they interface with Native American societies							
HIS 372	North America and the World	TBA	50%	S	3			✓
	Exploration of the history of Canada/US/Mexico in the second half of the twentieth century							
HIS 373	20th Century Canada	Beaudreau	100%	F	3	12		✓
	Development of Canada from 1896 to Trudeau							

APPENDIX B: Course List- SUNY-Plattsburgh

Course Number		Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	Enrollment UG	Enrollment UG	2018-19
HIS	375	Borderland & Migration History: Can/US Study of Canada-U.S. migrations	Richard	100%	F	3		15	✓
HIS	398	Strangers in the Land: Can/US Community reactions to immigrant populations in the US/Can from mid-1800's to the present	Richard	100%	S	3	12		✓
Management									
MGM	280	Principles of Management	Ortiz-Walters	40%	F/S/SM	3	250	228	✓
		Macro and Micro levels of organizations, including those in Canada/Mexico	Ighoavodha Parmelee Gultek Mohammed Gauthier Josien						
MGM	315	International Business Management	Chrysostome	25%	S	3		66	✓
		Mgmt theories/practices for dom/int'l org							
MGM	316	Multinational Management	Tran	25%	F	3	118	53	✓
		Mgmt economic enterprises/foreign environment	Gauthier Chrysostome						
Marketing									
MKE	290	Principles of Marketing	Gottschall	25%	F/S/SM	3	318	292	✓
		Problems in mktg mgmt/global environment	Josien Albou Lukens Shankar Dimitriou						
MKE	326	International Marketing	Heroux	50%	F/W/S/SM	3	136	105	✓
		Marketing strategies for entering foreign markets	Gottschall						
MKE	335	Marketing Research	Shankar	50%	F/S	3	73	73	✓
		Elements of marketing research process examined in a global context							

APPENDIX B: Course List- SUNY-Plattsburgh

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	Enrollm	Enrollme	2018-19
						ent UG	nt UG	
MKE 410	Franchising in U.S. and Canada	Josien	40%	F	3		36	✓
MKE 442	Selected Marketing Topics Seminar course covering advanced marketing topics of particular temporal interest.	TBA	100%	S	3			✓
MKE 480	Marketing Strategy Proper selection/market targets & profits of international and domestic companies	Josien	25%	F/S	3	54	62	✓
Political Science								
PSC 220	International Relations Study of international politics, law & institutions, economy, and environmental issues.	Lake	40%	FS	3	64	58	✓
Social Work								
SWK 304	Social Welfare Comparative Perspective Analysis of different societies on human needs with an emphasis on Canada	Ward	25%	F	3	32	38	✓
Supply Chain Management								
SCM 370	Supply Chain Management A philosophy of business processes/integration within the global marketplace	Neureuther O'Neill Agan Choe	25%	F/S/SM	3	220	215	✓
SCM 470	U.S. Customs Laws Laws/regulations that govern companies to compete in the global marketplace	DeCamp Strang O'Neill	50%	S	3	26	23	✓
Total Courses Offered: 35 (10 are 100% Canadian content)			Total Enrollment:			2074	2125	

DIVERSE PERSPECTIVES AND AREAS OF NEED STATEMENT

The Northeast Consortium on Canada – the Canadian-American Center at the University of Maine (ME) and the Center for the Study of Canada/Institute on Québec Studies at the State University of New York Plattsburgh (SUNY-P)

The Northeast Consortium on Canada's proposed program initiatives are designed to reflect diverse perspectives and a wide range of views while simultaneously generating debate on world regions and international affairs. In addition, funding of the Consortium's application will directly encourage service in the areas of national need, as established by the Secretary of Education, as well as in identified areas of need including education, business and nonprofit sectors. Canada is ranked as a world region of national need by the Secretary of Education, as the most vital world region by the U.S. Department of Agriculture, and French is identified as a national need by the U.S. Department of Justice.

Program activities undertaken by ME's Canadian-American Center will advance **diversity of perspectives** with a wide range of viewpoints, and foster debate on world regions and international affairs. Publications, conferences, workshops, and speakers will examine the effect of climate change on the Canadian Arctic environment and Inuit people, cross-border relations in the Northeast, and environmental change in Canada.

ME will encourage **service in areas of national need**, including government service, education, business, and nonprofit sectors, through an emphasis on (1) relevant and meaningful undergraduate Canadian Studies curriculum offerings geared toward post-graduation employment opportunities in areas of need; (2) the use of directed study opportunities and internships that coincide with areas of national need; and, (3) dedicated networking opportunities with professionals in government, education, business, and the nonprofit sectors

Program activities undertaken by SUNY Plattsburgh's Center for the Study of Canada will also advance a **diversity of perspectives** with a wide range of viewpoints, and foster debate on world regions and international affairs. Initiatives planned will examine a rich range of contemporary issues of salience to the international community, which will be examined from multiple disciplinary and interdisciplinary perspectives. These efforts include Canadian foreign policy, the relevance of Canada as a significant actor (and as part of North America and the Western Hemisphere region), global economic markets, the world's oceans, trade and security in the Pacific region, Indigenous Peoples, and international migration. The Center for the Study of Canada will also conduct workshops and conferences on the role and place of Quebec in the larger international community.

SUNY Plattsburgh's Center for the Study of Canada will encourage preparation for and **service in areas of need**, including government service, education, business, and nonprofit sectors, through an emphasis on: (1) relevant and meaningful undergraduate Canadian Studies curriculum offerings geared toward post-graduation employment opportunities in areas of need; (2) the use of directed study opportunities and internships that coincide with areas of national need; and, (3) dedicated networking opportunities with professionals in government, education, business, and the nonprofit sectors.



GOUVERNEMENT DU QUÉBEC
BUREAU DU QUÉBEC
WASHINGTON

LETTER OF SUPPORT

**UNIVERSITY OF MAINE AND SUNY PLATTSBURGH
NATIONAL RESOURCE CENTER/FLAS APPLICATION
DEPARTMENT OF EDUCATION TITLE VI GRANT COMPETITION**

Washington, June 15, 2018

Dear Sir or Madam:

On behalf of the Québec Department of International Relations and *La Francophonie* (MRIF), I am pleased to support the *University of Maine (UMaine)* and *SUNY Plattsburgh's* joint application for the U.S. Department of Education's Title VI NRC/FLAS Grant Program.

Established in 1967, the MRIF promotes and defends Québec's interests globally, through a network of 29 offices in 16 countries. Working closely with government partners both Canadian and foreign, the MRIF exercises a distinctive diplomacy that focuses on Québec's international influence. Our nine offices in the United States build relationships with local government officials, businesses, civil society organizations, academic institutions and cultural establishments.

For over 50 years, UMaine and SUNY Plattsburgh, both longstanding nationally recognized *Centers of Excellence*, have been at the forefront of organizing and delivering meaningful Canadian and Québec programming for American educators. It is excellent that both institutions seek to continue and indeed magnify their demonstrated track record. I am confident that the programs designed by the Consortium will deliver ever-pertinent Canadian content.

In particular, we salute the application's comprehensive focus on K-12 training, universities, community colleges, and minority-serving institutions. We are especially encouraged by the numerous initiatives focusing on Québec's unique position in North America, notably K-12 summer institutes, conferences and publications.

Canada and the United States are more than just neighbors: we are friends, we are allies, we are partners, and we are kin. With the U.S. Department of Education's Title VI support, I am certain that UMaine and SUNY Plattsburgh will deliver a wide variety of educational programs on Canada and Québec, and further contribute to a better mutual understanding of our societies.

Sincerely,

Frédéric Tremblay
Director

June 10, 2018

Title VI Grants Competition Coordinator
United States Department of Education

Dear Sir or Madame,

It is with considerable enthusiasm that I write to you today to endorse the Canadian Studies programs, and their plans, at the University of Maine at Orono and the State University of New York College at Plattsburgh and offer my support for their application for a United States Department of Education Title VI National Resource Center (NRC/FLAS) grant.

As you may know, I work very closely with universities in both countries, along with research institutes and with other educational organizations, and find myself in an ideal situation to offer my advice and endorsement for this proposal. In my opinion, the track record of the Canadian-American Center at the University of Maine and the Center for the Study of Canada at SUNY Plattsburgh on Canadian Studies research, outreach, and training activities for K-12 students is unsurpassed in the United States. It is my experience, that these two academic institutions, led by their very able directors and supported by committed staff and cognate faculty, have done more to promote and institutionalize the presence of Canada in the American classroom than any association or university. Their superior performance led me, as the CEO of the Foundation for Educational Exchange Between Canada and the United States of America, to invite both institutions to be members of the Killam Fellowship Program. The Killam program is a formal Canada - US reciprocal exchange program that identifies and supports extraordinary undergraduate students in completing a residential exchange experience.

Fulbright Canada has also partnered directly with SUNY Plattsburgh on a variety of recent exchange and scholarly initiatives, including, but not limited to, the following: the Department of State sponsored Youth Ambassadors Program with Canada, the annual Canada Colloquium with UH Manoa, and conferences for new young scholars (doctoral candidates and junior professors) leading to special issues of academic journals. Our experience working with Maine and Plattsburgh has been uniformly positive. They are both highly effective, goal-oriented, professional organizations with a track strong track record and an unparalleled commitment to the field. I am very pleased to confirm that we intend to continue our successful partnership with the Consortium for the next grant period.

The Maine-Plattsburgh proposal takes the fresh, innovative, and educationally rich suite of programs and new initiatives that they introduced in 2014 and takes them all to the next level. The range of colloquia, conferences, curriculum development workshops, and faculty exchange opportunities all speak to the overarching theme and to a singular goal; namely, deepening curricular training on Canada in the United States.

It is especially significant that these two institutions have provided an action plan of programming that is truly national in scope. While each campus proposes activities that will address local and regional curricular needs of the K-12, community college, and college and university communities, they also propose to plan and deliver exciting new initiatives that should provide benefits for the entire country.

Please let me know if there is any additional information you require at this point. At the same time, please feel free to contact me directly at mhawes@fulbright.ca or 613.688.5509

Most Sincerely,



Dr. Michael K. Hawes, PhD

CEO, Foundation for Educational Exchange between Canada and the United States
Executive Director, Fulbright Canada



LETTER OF SUPPORT

UNIVERSITY OF MAINE AND SUNY PLATTSBURGH NATIONAL RESOURCE CENTER/FLAS APPLICATION

June 11, 2018

As the President of the Association for Canadian Studies in the United States [ACSUS], I am delighted to offer this letter of support for the application of the University of Maine [UMaine] and the State University of New York at Plattsburgh [SUNY Plattsburgh] application under the Department of Education Title VI NRC/FLAS grant program. This UMaine—SUNY Plattsburgh application reflects their long and highly successful implementation of this Department of Education program and its extremely laudable objectives. ACSUS is the national Canadian Studies association for scholars and practitioners in the United States. It supports a variety of activities, including the convening of a biennial conference and the quarterly publication of our internationally respected peer-reviewed journal, the *American Review of Canadian Studies*.

UMaine and SUNY Plattsburgh epitomize the very best with regard to teacher training on Canada in the United States. No other single institution or group of universities has such an enviable record of accomplishment. The UMaine summer faculty institutes, the SUNY Plattsburgh Québec Summer Seminar and Québec Winter Symposium, and the Consortium's K-12 teacher training workshops have served, over the years, to prepare more instructors to teach on Canada (across all educational levels in the United States) than any other initiative(s).

I am pleased to confirm that I have carefully reviewed the entire application submission. It is my professional judgment that the depth and scope of program activities proposed by the Consortium will, during the next four years, significantly advance the quantity and quality of Canada-focused teacher training activities. These activities will lead to greater inclusion of Canadian content across the American curriculum.

Arguably, the most compelling aspect of the UMaine—SUNY Plattsburgh application is the collective determination of these institutions to expand, in significant new ways, an already unparalleled level of national Canadian Studies outreach. Particularly noteworthy is their joint commitment to provide comprehensive training on Canada to a wide variety of constituents, including community college instructors and minority serving institutions. I have witnessed their efforts for many years and, in my capacity as ACSUS President, I can affirm that Canadian Studies outreach to community colleges and MSIs is a particularly welcome development that will benefit all who work to advance knowledge on Canada in the United States.

With this application, UMaine and SUNY Plattsburgh will unquestionably meet and, indeed, exceed the requirements for designation as a Department of Education Title VI NRC on Canada. I enthusiastically endorse this application without reservation. Thank you for your attention to this endorsement and, please, feel free to contact me with any questions that you might have.

Sincerely,

Dr. James T. McHugh
President
Association for Canadian Studies in the United States

Professor of Political Science
Fellow and Director of Academic Planning
Ray C. Bliss Institute of Applied Politics
University of Akron

Lecturer in Political Science
University of Vermont

batsonc@union.edu

11 June 2018

To Whom It May Concern:

I am very pleased to offer this letter of support of the joint University of Maine-SUNY Plattsburgh application to the US Department of Education for a National Resource Center Program Title VI on Canada.

I currently serve as President of the American Council for Québec Studies. Our association has been committed to the scholarly promotion of teaching and research on Québec for over four decades. It is interdisciplinary, comprised of members from humanities and social sciences. We convene a biennial conference that draws participants not only from the United States, Québec, and Canada, but from Europe and the Middle East. We also publish *Québec Studies*, the leading refereed academic journal published on Québec.

The ACQS has successfully partnered with both the University of Maine and SUNY Plattsburgh for some years. In fact, both universities have hosted our association's Secretariat, and, throughout all of our interactions, the ACQS has been consistently impressed with the operations connected with Canadian and American studies. They are staffed by dedicated professionals, all of whom are committed to the visible expansion of Canadian and Québec studies across the US educational landscape.

This work offers significant ideas that are certain to elevate skills and experiences related to the studies of Canada and Québec and their relationships with the United States.

I am therefore very pleased to write this letter in support of a Center which, no doubt, offers work that aligns with the mission "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access." This application has our full community's unreserved support.

Sincerely,

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Charles R. Batson
President, American Council for Québec Studies
Professor of French and Francophone Studies
Union College
Schenectady, NY 12308

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DR. ROBERT ACKLAND (SUNY Plattsburgh)

Department: Teacher Education (M.S.Ed. Program Area)
Tenure Status: Professor; Tenured
Education (Degree): Ph.D., 1994 University of Illinois at Chicago
Years of Academic Experience: 28
International Experience: Canada; France; United Arab Emirates
Foreign Language Competence: *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)
Time Devoted to Canadian Studies teaching, research or consulting: 25%
Canadian Courses Taught 100%: N/A
Canadian Courses Taught (25% - 99%): Comparative Cultures, Language & Culture, Women in Cross-Cultural Perspective
Canadian Studies Service: Participation in annual Center for the Study of Canada conferences
Research and/or Teaching Specialization: Literacy Education
Recent Publications: Yu, Y., & Ackland, R.T. Conversations with and about picture books: Developing an insider's perspective. *American Reading Forum Online Yearbook*, 37, http://www.americanreadingforum.org/yearbook/17_yearbook/volume17.htm, 2017; Boggs, G.L., Wilson, N.S., Ackland, R.T., Danna, S., & Grant, K.B. Beyond *The Lorax*: Examining children's books on climate change. *The Reading Teacher*, 69(6), 665-675. Doi:10.1002/trtr.1462, 2016; Ackland, R.T. Informal reading inventories. In K.B. Grant, S.E. Golden, & N.S. Wilson (Eds.), *Literacy assessment & instructional strategies: Connecting to the Common Core* (pp. 229-247). Los Angeles, CA: SAGE, 2015.
Number of Dissertations/Theses Supervised in the last 5 years: 0
Recent Distinctions: Full sabbatical, SUNY College at Plattsburgh, 2018

DR. DEBORAH ALTAMIRANO (SUNY Plattsburgh)

Department: Anthropology
Tenure Status: Associate Professor; Tenured
Education (Degree): Ph.D., 1993 University of California, Santa Barbara
Years of Academic Experience: 33
International Experience: Research Comparative Cultures, Study of the Americas (Montréal, Canada); International Faculty Development Seminar, Economic Reform, Regional Integration and Democratization in Chile and Argentina; Santiago, Chile; Buenos Aires, Argentina
Foreign Language Competence: *Greek:* Speaking (3), Reading (3), Writing (3), Comprehension (4); *Spanish:* Speaking (1), Reading (1), Writing (1), Comprehension (1)
Time Devoted to Canadian Studies teaching, research or consulting: 25%
Canadian Courses Taught 100%: N/A
Canadian Courses Taught (25% - 99%): Comparative Cultures, Language & Culture, Women in Cross-Cultural Perspective
Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)
Research and/or Teaching Specialization: Comparative Cultures, Study of the Americas, Women in Cross-Cultural Perspectives, Political and Social Change, Gender Roles, Latin American Studies
Recent Publications: N/A
Number of Dissertations/Theses Supervised in the last 5 years: 1
Recent Distinctions: Sabbatical Leave, fall 2017-spring 2018

ELIZABETH (BETSY) ARNTZEN (ME)

Department: Canadian-American Center

Titles: Professional Staff, Canadian Studies Education Outreach Coordinator; Adjunct Faculty

Education (Degree): M.A. 1985 SUNY Oneonta; Maine K-8 Teaching Certificate: 1993 to Present

Years of Academic Experience: 25

University Service: Coordinate Canada Year study abroad program including advising students. Coordinate two student study abroad awards: Killam Fellowship Program and Killam Canadian Fund. Advise College of Education pre-service teachers on developing Canada units. Identify student internship opportunities.

National Service: Co-chair Canada Community special interest group of National Council for the Social Studies

International Experience: Canada: leading summer institutes (1999 to present); Nunavik (2009); co-lead faculty institute in NL (2003); England: exploration, travel (1993, 1998). India: exploration, travel (2012)

Foreign Language Competence: *French*: Speaking (1) Reading (2) Writing (1) Comprehension (2)

Time Devoted to Canadian Studies teaching, research, outreach, consulting: 100%

Courses Taught: Lecturer for Introduction to Canadian Studies CAN 101 and Can 101 Online; Adjunct Faculty for Canadian Studies Internship CAN 499/599

Research and/or Teaching Specialization: Create and nationally distribute quality curriculum methods and content materials for teaching Canadian Studies (in all subject areas) at elementary and secondary levels: Canadian Geography, History, Language Arts. Provide Canadian Studies Professional Development to U.S. K-12 teachers

Recent Publications:

Arntzen, Betsy and Amy Sotherden: "The Arctic – A Global Hot Spot: Resources for Teaching the Geography of the Contemporary Canadian Arctic." *The Geography Teacher* 8.2 (2011)

DR. SOFIAN AUDRY (ME)

Department: School of Computing and Information Science

Titles: Assistant Professor of New Media (tenure track)

Education (Degree): Ph. D. Humanities (Fine Arts), *Concordia University* (2016); M. A. Communication (interactive media), *University of Quebec in Montreal* (2010); M. Sc. Computer Science (machine learning), *University of Montreal* (2003); B. Sc. Mathematics and Computer Science, *University of Montreal* (2001).

Years of Academic Experience: 4

International Experience: Canada; Study, travel and exhibitions in Belgium, Netherlands, Morocco, France, Germany, Belgium, Spain, Thailand, Italy, Lebanon, Norway, Senegal

Foreign Language Competence: Native French speaker

English: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 10%

Areas of expertise: New media art theory and practice, creative programming, physical computing, machine learning, artificial intelligence, artificial life, science and technology studies, mathematics, software engineering

Canadian Studies Service: Student trip to Montreal to visit New Media organizations, industries, academic programs and research labs; student internships in academic, industrial, or organizational contexts (Canadian students coming to Maine, UMaine students going to Canada).

Research and/or Teaching Specialization: With Concordia University, creating a "northeastern network" for interdisciplinary art & science research, to increase faculty and student exchanges between universities in New England and Atlantic Canada including Quebec.

Recent Publications: Salter, Chris and Audry, Sofian (2018). "Towards Probabilistic Worldmaking: Xenakis, n-Polytope and the Cybernetic Path to Chaos", in *Worldmaking as Techné: Exploring Worlds of Participatory Art, Architecture, and Music*. de Campo, A., Hosale, M., Murrani, S. (Eds). Riverside Architectural Press, Toronto
Senécal, Jean-Sébastien (2010). Une exploration des processus d'assignation identitaires à travers une expérience interactive. Master thesis, École des Médias, Université du Québec à Montréal, Montréal. 40 pages.

Recent awards: 2017 Travel grant (Netherlands), *Quebec Art Council*.

2016 Postdoctoral research-creation fellowship, *Fonds de Recherche du Québec - Société et Culture*.

DR. ROBERT BALLINGALL (ME)

Department: Political Science

Title: Assistant Professor of Political Science (tenure track)

Education (Degree): Ph.D. University of Toronto (2016); M.Phil. University of Oxford (2009); B.A. (with honors) University of Alberta (2007).

Years of Academic Experience: 3

International Experience: Born in Canada

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

Research and/or Teaching Specialization: Canadian political theorist C.B. Macpherson, comparative constitutional law and the politics of ethical authority

Recent Publications: "An Unresolved Problem with the 'Developmental' Concept of Power in C.B. Macpherson." *Journal of Intellectual History & Political Thought* 1, no. 1: pp.136-74. (2012)

Forthcoming Book: *The Reverent City: Plato's Laws and the Politics of Ethical Authority*. Under contract with the University of Pennsylvania Press.

Recent Awards/Distinctions: Program on Constitutional Government Postdoctoral Fellowship, Harvard University (2017). C.B. Macpherson Dissertation Fellowship (2013). C.B. Macpherson Graduate Admission Award (2009)

DR. MARY ELIZABETH (BETSY) BEATTIE (ME)

Department: Fogler Library

Title: Professional Staff, Canadian Studies Librarian

Education (Degree): M.L.S. 1968 University of California, Berkeley; Ph.D. (History) 1994 University of Maine

International Experience: Canada, France

Years of Academic Experience: 30

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (2), Reading (3), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

Research and/or Teaching Specialization: Out-migration from eastern Canada to the United States, especially New England

Recent Publications:

"The 'Boston States: Region, Gender and Maritime Outmigration, 1870-1930" in *New England and the Maritime Provinces: Connections and Comparisons*, edited by Stephen J. Hornsby and John G. Reid, 252-263. (Montreal: McGill-Queens University Press, 2005)

"Maritimers in the Boston States" in *The Oxford Companion to Canadian History*, edited by Gerald Hallowell. (Don Mills, ON: Oxford University Press, 2004)

Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930. McGill-Queen's University Press, 2000.

Recent Distinctions: Member, American Library Association; Member, Association of College and University Libraries; Member, Association for Canadian Studies in the United States

DR. JOSHUA BEATTY (SUNY Plattsburgh)

Department: Feinberg Library

Tenure Status: Associate Librarian/Instruction and Reference Services Unit; Tenured

Education (Degree): Ph.D., 2014 College of William and Mary

Years of Academic Experience: 8

International Experience: Canada

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Center for the Study of Canada & Institute on Québec Studies Feinberg Library Special Collections Liaison

Research and/or Teaching Specialization: The American Revolution; Critical Research Skills; Introduction to Information and Technology Literacy; Canadian Studies Archivist

Recent Publications: "The Foundations of Naval Science: Alfred Thayer Mahan's *The Influence of Sea Power upon History* and the Library of Congress Classification System," *Canadian Journal of Academic Librarianship* (with Ellen E. Adams) <http://www.cjal.ca/index.php/capal/article/view/26988>, 2017; "Zotero: A Tool for Constructionist Learning in Critical Information Literacy," in *The Critical Library Pedagogy Handbook*, eds. Kelly McElroy and Nicole Pagowsky. (Chicago, Ill.: ACRL Press, 2016) <http://digitalcommons.plattsburgh.edu/lis/13/>, 2016

Recent Distinctions: NNYLN Technology Services Innovation Grant, "Building a Digital Scholarship Infrastructure for Teaching and Learning" (with Debra Kimok and Malina Thiede, SUNY Plattsburgh), 2016

DR. SYLVIE BEAUDREAU (SUNY Plattsburgh)

Department: History/Canadian Studies

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 1992 York University

Years of Academic Experience: 34

International Experience: Canada: research, presenting papers, study, travel; leading walking tours of Old Montréal; engaging in student trips to Canada

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

Canadian Courses Taught 100%: HIS 171 History of Canada to the 1860s; HIS 172 History of Canada from the 1860s; HIS 373 Twentieth-Century Canada; HIS 401 Canadianism or Continentalism: Topics in Canadian-American Relations; HIS 370 History of Canadian Women; HIS 385 Champlain and His World

Canadian Studies Service: Member, Canadian Studies Academic Program Curriculum Committee; Presenter, Summer Institute for K-12 Professionals in Montréal and Québec City, Canada; Center for the Study of Canada Faculty Associate (CESCA)

Research and/or Teaching Specialization: Canada to Confederation; Canada since Confederation; Canadian-American Relations; Canadian Historiography; Canadian Intellectual History; Canadian Social History; Canadian Women's History; Franco-American History; History of the French in North America; History of Nationalism in Québec; Québec History; Samuel de Champlain and His World

Recent Publications: "The Harrowing: Female Homelessness in Samuel Richardson's *Clarissa* and Reid Banks' *The L-Shaped Room*," paper accepted for the Literary London Society Annual Conference: *Fantastic London: Dream, Speculation, and Nightmare*, July 13-14, 2017. Institute of English Studies, University of London, London, UK; "Reimagining London in a North American Context: Psychogeographic Spaces and Urban Tropes in Victorian Montréal," presented at the Literary London Society Annual Conference, *London and the Globe*, July 6-8, 2016. Institute of English Studies, University of London, London, UK; "Clarissa's Closet: Navigating Networks of Power and Privacy in Samuel Richardson's *London*," at the Literary London Society Annual Conference, *London in Love*, July 23, 2015. Institute of English Studies, University of London, London, UK.

Number of Dissertations/Theses Supervised in the last 5 years: 0

Recent Awards/Distinctions: "France's Historic Divide between Church, State," *Press Republican*, p. A6, January 9, 2015.

DR. ELIE VIRGILE M. CHRYSOSTOME (SUNY Plattsburgh)

Department: Supply Chain Management & International Business

Tenure Status: Professor; Tenured

Education (Degree): Ph.D., 2000 Université Laval

Years of Academic Experience: 25

International Experience: Canada, Ukraine, Poland, France, Switzerland, Morocco

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (25% - 99%): International Business, Multinational Management, Cross-Cultural Management, International Strategy, International Entrepreneurship

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Academy of International Business

Research and/or Teaching Specialization: SME Strategies of Internationalization; Cross-Cultural Management; Strategic alliances; Joint-Ventures and Strategic Learning and Innovation; International Entrepreneurship; Immigrants & Diaspora Entrepreneurship

Recent Publications: Strang, K. and Chrysostome, E. (2018). "Prioritising African capacity building research needs using nearest neighbour analysis". *International Journal of Economics and Business Research*. Vol. 18(3), 2018. Mohiuddin, M., Mazunder, M., Chrysostome, E. and Su, Z. (2017). "Relocating high tech industries to emerging markets: case of pharmaceutical industry outsourcing in India". *Transnational Corporations Review*. Vol. 9(3):1-17; Ado, A., Chrysostome, E. and Su, Z. (2016). "Adaptation strategies of African immigrant entrepreneurs in China: an exploratory study in Guangdong". *Journal of Developmental Entrepreneurship*, Vol. 21(4):1-25; Krichesvki, D., Qirjo, D. and Chrysostome, E. (2016). "Does the level of economic development and the market size of the immigrants" birth country matter for their engagement in entrepreneurial activities in the USA? Evidence from the Princeton New Immigrant Survey of 2003 and 2007". *Journal of Small Business and Entrepreneurship*, Vol. 28(3):223-249.

Number of Dissertations/Theses Supervised in the last 5 years: 15

Recent Distinctions: Chair, International Workshop of Case Teaching in Strategy and International Management, 2017; Chair, International Conference of CEDIMES Institute, Plattsburgh, NY, 2016; Featured Scholar of the School of Business and Economics, SUNY Plattsburgh, 2015; Director, CEDIMES Institute USA (Research Institute in Business & Economics), 2011 - Present

DR. MONICA CIOBANU (SUNY Plattsburgh)

Department: Criminal Justice

Tenure Status: Professor; Tenured

Education (Degree): Ph.D., 2005 New School for Social Research, New York

Years of Academic Experience: 15

International Experience: Canada, Germany, Romania, United Kingdom

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (2), Reading (2), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Canadian Courses Taught 100%: N/A

Canadian Courses Taught (25%-99%): CRI 359 Human Rights and Justice; CRI 405 Issues in Criminal Justice; CRI 498 Criminal Justice Internship

Canadian Studies Service: Center for the Study of Canada Faculty Associate (CESCA)

Research and/or Teaching Specialization: Law and Society, Human Rights, Transitional Justice

Recent Publications: "Remembering the Gulag: Religious Practices and Representations," in *Justice, Memory and Redress: New Insights from Romania*, ed. by Lavinia Stan and Lucian Turcescu, Newcastle: Cambridge Scholars Press, 2017, pp. 214-234.

Recent Awards/Distinctions: Fellow in Residency, Imre Kertesz Kolleg Institute, Jena, Germany, fall 2017; Chancellor's Award for Excellence in Teaching and Creative Activities, SUNY Plattsburgh, 2014-2015.

DR. HOWARD CODY (ME)

Department: Political Science/Canadian Studies

Title: Emeritus Professor of Political Science and Canadian Studies (retired 2015)

Education (Degree): Ph.D., 1977 McMaster University

Years of Academic Experience: 37

International Experience: Canada: research, presenting papers, study, travel; leading annual CAN 101 student trips to Ottawa

Foreign Language Competence: 0=none to 4=fluent:

French: Speaking (1), Reading (2), Writing (1), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

CS Courses Taught: Canadian Government & Politics; Canadian Foreign Policy; Public Policy in Canada

Canadian Studies Service: Prior to retirement: Editor, *Canadian-American Public Policy* occasional paper series; Director, University of Maine International Affairs program. Association memberships: Association for Canadian Studies in the United States (Executive Committee, 2005-2009), Middle Atlantic and New England Council for Canadian Studies (Secretary, 2000-present), New England Political Science Association Canadian Politics Section, British Association for Canadian Studies (2007-2011).

Research and/or Teaching Specialization: Canadian political parties and party systems, Canadian federalism, Canada's Parliament and representation, Introduction to Comparative Politics.

Recent Publications: "The Canadian Party System and the Leadership of Stephen Harper." With James Gillies. *New England Journal of Political Science* VIII:1, Spring 2015, pp. 3-49; "Is Quebec's Call for Sovereignty Still a Vibrant Force Today?" *E-International Relations*. September 15, 2012 (online journal); "Stephen Harper, Michael Ignatieff, and Canada's Politics of Identity." *Southern Journal of Canadian Studies* 3:1, June 2010, pp. 17-27 (online journal); "Stephen Harper and Canada's Politics of Identity." *New England Journal of Political Science* 4:2, 2010, pp. 344-369 (online journal)

Number of Dissertations/Theses Supervised in the last 5 years: 1

Recent Awards/Distinctions: Country expert for Canada, Varieties of Democracy project, University of Notre Dame, March 2014.

DR. GEORGE CRINER (ME)

Department: College of Natural Sciences, Forestry, and Agriculture, and, School of Economics

Titles: Professor of Economics (tenured) and Associate Dean of Instruction)

Education (Degree): Ph.D., 1983 Washington State University

Years of Academic Experience: 34

International Experience: Canada: Invited Professor at ULaval (Québec City) Academic years 2003-04 and 2013-14. Presented papers in Australia, England and Switzerland. Waste management tours in Germany.

Current adjunct faculty member of Centre de recherche en économie de l'Environnement, de l'Agroalimentaire, des Transports et de l'Énergie (CREATE), ULaval, Quebec, Canada

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (3), Reading (3), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 20% over last 20 years; currently 5%

Canadian Studies Service: Programs in International Environmental and Agribusiness Management; research to look at trends and marketing of maple syrup in Quebec.

Research and/or Teaching Specialization: Agricultural and resource economics, including some marketing, international trade and waste management..

Recent Publications: Asare, Eric, Aaron Hoshide, Francis Drummond, George Criner and Xuan Chen. Economic Risk of Bee Pollination in Maine Wild Blueberry, *Vaccinium angustifolium*. *J. Economic Entomology*, 2017, 1-13; Mundler P., Criner G. (2016) Food Systems: Food Miles. In: Caballero, B., Finglas, P., and Toldrá, F. (eds.) *The Encyclopedia of Food and Health* vol. 3, pp. 77-82. Oxford: Academic Press.; Blackmer, Travis and George Criner. Teisl, Mario, Mark W Anderson, Caroline Noblet, George K Criner, Jonathan Rubin, and Timothy Dalton. 2011. "Are Environmental Professors Unbalanced? Evidence from the Field" *J. Environmental Education*, 42:2:67-83.

STEPHANIE CROSBY (ME)

Departments: Canadian-American Center and Department of Modern Languages and Classics

Titles: Accounts Manager/Administrative Specialist

Education (Degree): B.A. Middle Eastern Studies, Tufts University (2010)

Years of Academic Experience: 8

University Service: Maryann Hartman Awards committee member (2016-2018). Represent Canadian-American Center and Canadian Studies program at on-campus and off-campus events. Ocean Technology Conference co-organizer (2016).

International Experience: Canada: co-led Ottawa Field Trip (2016). India: teaching (English), travel (2015). Lebanon: teaching (history), travel, music performance (2013-2015). Yemen: teaching (English), travel (2013). Somalia: teaching (English, history), travel (2010-2012). Ethiopia: exploration, travel (2010-2012). Oman: study abroad, travel (2008).

Foreign Language Competence: 0=none to 4=fluent

Arabic: Speaking (2) Reading (3) Writing (2) Comprehension (2)

French: Speaking (1) Reading (2) Writing (1) Comprehension (2)

Time Devoted to Canadian Studies and French teaching, research, outreach, consulting: 100%

Research and/or Teaching Specialization: North American Muslim youth associations

DR. MARIE CUSSON (SUNY Plattsburgh)

Department: Modern Languages & Cultures/Canadian Studies

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 1997 University of Toronto, Canada

Years of Academic Experience: 33

International Experience: Canada: research, presenting papers, study, travel; engaging in preparation of student trips to Canada

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

Canadian Courses Taught 100%: N/A

Canadian Courses Taught (25%-99%): FRE 213 Intermediate French I; FRE 322 Lecture et interpretation; FRE 334 La Francophonie; FRE 335 Le Québec; FRE 399IA Independent Study in French

Canadian Studies Service: Center for the Study of Canada Faculty Associate (CESCA); Member, American Association of Teachers of French (AATF); Member, American Council for Québec Studies; Member (ACQS), International Affairs program design committee; Chair, Modern Languages & Cultures Peer Review Group

Research and/or Teaching Specialization: French language, literature, and culture; Québec culture

Recent Publications: « Absent fathers, lost sons » ? *Annual Quebec Studies Colloquium, entitled "Quebec: Past & Present,"* Bishop's University, March 31 and April 1; 2016, "Enseigner la culture québécoise dans une université américaine", *Summer Institute for Teachers of French/ L'institut d'été pour les enseignants du français*, Montréal, Québec, June 26 to July 1, 2015; "La Place du mythe dans *Le Feu de mon père* de Michaël Delisle", *23rd ACSUS Biennial Conference*, Las Vegas, October 14-17.

Number of Dissertations/Theses Supervised in the last 5 years: 0

Recent Awards/Distinctions: Discretionary Salary Award (DSA), 2016

DR. ANGELA DALEY (ME)

Department: School of Economics

Title: Assistant Professor of Health Economics and Policy (Tenure Track)

Education (Degree): Ph.D., Economics, Dalhousie University; M.A., Economics, University of New Brunswick; B.B.A., Economics and Electronic Commerce, University of New Brunswick

Years of Academic Experience: 9

International Experience: Canada (including Arctic Canada), China (2002)

Foreign Language Competence:

French Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 75%

Canadian Studies Service: Canadian-American Center Executive Committee

Research and/or Teaching Specialization: Health Economics; Labor Economics, Poverty and Inequality; Applied Microeconomics; Social Policy

Recent Publications:

Daley, Angela; Phipps, Shelley; Branscombe, Nyla. "The social complexities of disability: Discrimination, belonging and life satisfaction among Canadian youth". *SSM-Population Health* (Forthcoming)

Daley, Angela. "Income and the mental health of Canadian mothers: Evidence from the Universal Child Care Benefit". *SSM-Population Health* 3, 674-683 (2017)

Burton, Peter; Daley, Angela; Phipps, Shelley. "The well-being of adolescents in Northern Canada". *Child Indicators Research* 8 (3), 717-745 (2015)

Daley, Angela; Burton, Peter; Phipps, Shelley. "Measuring poverty and inequality in northern Canada". *Journal of Children and Poverty* 21 (2), 89-110 (2015)

McDonald, James Ted; Sherman, Angela. "Determinants of mammography use in rural and urban regions of Canada". *Canadian Journal of Rural Medicine*, 15(2), 52-60 (2010)

DR. ELIZABETH DEPOY (ME)

Department: Disability Studies, Social Work, Mechanical Engineering

Title: Prof. of Interdisciplinary Disability Studies and Social Work (tenured), Associate Faculty in M.E.

Education (Degree): Ph.D., University of Pennsylvania (1988); M.S.W., University of Pennsylvania (1977); O.T.R. Natural Certification (1972); B.S., The State University of New York College at Buffalo (1972)

Years of Academic Experience: 31 years

International Experience: Egypt, Israel, Japan, UK

Research and/or Teaching Specialization: Disability Studies, Comparative policy U.S. and Canada, Research methods

Recent Publications:

DePoy, E. & Gilson, S.F.(2017) *Social work research and evaluation: Examined practice*, Thousand Oaks, Sage

DePoy, E. & Gitlin, L. (2016) *Introduction to research*, ed 5. St. Louis, MO: Elsevier.

DePoy, E. & Gilson, S.F.(2016) Design, Undesign and Redesign: Eliminating Embodied Inequality, In B Pirani (ed.) Let's re-Invent an Embodied Sociology. International Sociology Association

DePoy, E., & Gilson, S.F. (2015). Discursive construction of mental health as a disability. In M. O'Reilly & J. Lester (Eds.), *The Palgrave handbook of child mental health*. Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan.

DePoy, E., & Gilson, S.F. (2014). *Branding and designing disability*. Abingdon, Oxon, UK: Routledge.

Number of Disserations/Theses Supervised in the last 5 years: 12

Recent Awards/Distinctions: Fulbright Award, 2016; University of Maine Trustee Professorship, 2013-2014

Senior Scholar Award, Society for Disability Studies, 2009

Lifetime Achievement Award, American Public Health Association, Disability Section, October, 2008

Faculty Fellowship, Society for Peace in the Middle East, Summer, 2008

University of Maine, Presidential Research and Creative Achievement Award, May 2007.

CHARLES DESHAIES (SUNY Plattsburgh)

Department: Canadian Studies

Tenure Status: Adjunct Lecturer; Non-Tenured

Education (Degree): ABD, 2018 University of Maine

Years of Academic Experience: 5

International Experience: Canada: research, presenting papers, study, travel; engaging in student trips to Canada

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

Canadian Courses Taught 100%: CAS 111 Introduction to Canada (in-class and online)

Canadian Studies Service: Member, Center for the Study of Canada Faculty Associates; Member, Association for Canadian Studies in the United States (ACSUS)

Research and/or Teaching Specialization: Canadian history, geography, political science, culture, economics; Québec culture.

Recent Publications: "The Search for the Great French Hope: The CCF in Québec," The Association for Canadian Studies in the United States (ACSUS) Annual Conference, Las Vegas, NV, October 2017; "Handicapping the New Democratic Party Leadership Race: Political Roundtable Discussion," *Social Democracy, the Left and the CCF/NDP in Canada: Past, Present, and Future*, Calgary, Alberta, May 2017; "The Long Journey to Nowhere: The History of the CCF in Québec," *Social Democracy, the Left, and the CCF/NDP in Canada: Past, Present, and Future*, Calgary, Alberta, May 2017; "What Wrong Went" Examining the New Democratic Party Campaign in the 2015 Federal Election," Middle Atlantic & New England Council for Canadian Studies (MANECCS) Conference, Portland, Maine, October 2016; "Loyal, persevering, and incompetent: The First Decade of the CCF in Québec," Middle Atlantic & New England Council for Canadian Studies (MANECCS) Conference, Portland, Maine, October 2016.

STACY A. DOORE (ME)

Department: Center for Research and Evaluation Research; Independent Evaluator, Evaluation and Research Consulting Services;

Title: Professional Staff, Research Associate

Education (Degree): M.S. 2010 University of Maine

Years of Academic Experience: 15

International Experience: Italy, research and study

Time Devoted to Canadian Studies teaching, research, or consulting: 5% as project evaluator

Recent Publications:

Doore, B., Mason, C. Doore, S., and Jorgenson, B. Report for the Maine Department of Education. A Review of Performance Evaluation and Professional Growth Systems. *Center for Research and Evaluation, University of Maine*. March, 2013.

Doore, S., Mason, C. and Doore, B. Report for the Maine Department of Education State Longitudinal Data System (SLDS): Student Non-Promotional Mobility: Spatial and Temporal Patterns of Student Mobility in Maine. *Center for Research and Evaluation, University of Maine*. September, 2012.

DR. KREG ETTINGER (ME)

Departments: Anthropology; Maine Folklife Center

Titles: Associate Professor of Anthropology; Director, Maine Folklife Center

Education (Degree): Ph.D., Cultural Anthropology, Syracuse University (2004)

Years of Academic Experience: 14

International Experience: Canada, Caribbean

Foreign Language Competence: 1=low, 4=high

Speaking (0), Reading (0), Writing (0), Comprehension (0)

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

Research and/or Teaching Specialization: Environmental and social impacts of resource development in northern Canada. Lead researcher for Eeyou Marine Region land claim, Cree Nations Government (Quebec); Conducted cultural assessment that led to new Quebec Biosphere Reserve in Quebec. Collaborator in interdisciplinary study on long-term environmental changes in Hudson Bay and James Bay in Northern Quebec with Cree Nation Government and researchers from McGill, Concordia and UNH.

Recent Publications:

"The Other Maine Guides: How the Humanities Create Sense of Place and Enrich Tourism." *Maine Policy Review*, Vol. 24, no. 1, May 2015.

"Northern Aboriginal Events as Tourist Attractions: Traditional Cree Gatherings in Northern Quebec." *Northern Review* 35, Spring 2012, pp. 38-68. 2012

"Aapuupayuu (the Weather Warms Up): Climate Change and the Eeyouch (Cree) of Northern Quebec." *In Climate Change and Threatened Communities: Vulnerability, Capacity, and Action*. Dan Taylor, David Brokensha & Peter Castro, eds. UK: Practical Action. Pp. 107-17

GRETCHEN FEARON FAULKNER (ME)

Department: Hudson Museum

Title: Professional Staff, Director of the Hudson Museum

Education (Degree): ABD, History, University of Maine, MA 1984, University of Maine

Years of Academic Experience: 31

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Canadian Studies Service: Direct and curate Arctic and Northwest Coast native collections; over sees teaching and outreach to K-12 teachers and students, and to academic and general audiences.

Research and/or Teaching Specialization: Historic Archaeology of the Acadian frontier, Material Culture traditions of the Northeast, especially among the Penobscot, Passamaquoddy, Maliseet and Micmac.

Recent Publications:

"Woven in Tradition: Maine Indian Baskets," in David Shultz, *Baskets of Time: Profiles of Maine Indian Basket Makers* (2017).

"Tree and Tradition: Maine Indian Brown Ash Basketry," *American Indian Art*, Spring 2010.

"Beautifully Beaded; Northeastern Native American Beadwork," (with Nancy Prince and Jennifer Sapiel Neptune), *American Indian Art*, Fall 1998

"The Basketry of Maine," (co-author with Theresa Secord Hoffman), *Indian Artist*, Spring 1998.

"Fort Pentagoet and Castin's Habitation: French Ventures in Acadian Maine" (co-author with Alaric Faulkner) *In American Beginnings: Exploration, Culture, and Cartography in the Land of Norumbega*, edited by Emerson R. Baker *et al*, 217-240. (Lincoln, NE: University of Nebraska Press, 1994)

DR. JACQUES FERLAND (ME)

Department: History

Title: Associate Professor of History (tenured)

Education (Degree): Ph.D., 1986 McGill University

Years of Academic Experience: 32

International Experience: Canada

Foreign Language Competence: Native French speaker

English: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 60%

Canadian Courses Taught (100%): Colonial Canada; Modern Canada; Canadian Historiography, Borderlands Historiography

Canadian Courses Taught (25% -99) Amerindians of the Northeast, Native Americans and the American Revolution

Canadian Studies Service: Invited Lecturer in CAN 101 (yearly)

Research and/or Teaching Specialization: Colonial Canadian History, modern Canadian labor and culture history, Franco-American History, and Native North American History

Recent Publications:

"Tribal Dissent or White Aggression? Interpreting Penobscot Indian Dispossession Between 1808 and 1835," *Maine History*, Volume 43, number 2 (August 2007), 125-170.

"The Command of Money in Shaw's Borderlands," in Stephen J. Hornsby and John G. Reid (eds.), *New England and the Maritime Provinces: Connections and Comparisons* (Montreal: McGill-Queen's University Press, 2005): 159-174.

"Canadians, Acadians, and Canada: Knowledge and Ethnicity in Labour History," *Labour/Le Travail* 50 (2002)

Number of Dissertations/Theses supervised in the last 5 years: 10

DR. PREM GANDHI (SUNY Plattsburgh)

Department: Center for the Study of Canada & Institute on Québec Studies

Tenure Status: Distinguished Professor Emeritus/Executive Advisor for Special Projects; Tenured

Education (Degree): Ph.D., 1973 New School for Social Research

Years of Academic Experience: 50

International Experience: Canada; India

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (2), Reading (3), Writing (1), Comprehension (4);

Hindi: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 85%

Canadian Courses Taught 100%: N/A

Canadian Courses Taught (25%-99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Courses and Programs Committee at SUNY Plattsburgh

Research and/or Teaching Specialization: American Foreign Economic Policy; Free Trade/Regional Economic Integration (North America, Asia); Foreign Direct Investment and Multinational Corporations; Economic Development (North America, Asia)

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: 0

Recent Awards/Distinctions: N/A

DR. CURT GERVICH (SUNY Plattsburgh)

Department: Earth & Environmental Science

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 2010 Virginia Tech University

Years of Academic Experience: 18

International Experience: Canada

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (1), Comprehension (4);

Time Devoted to Canadian Studies teaching, research or consulting: 35%

Canadian Courses Taught (25% - 99%): Nature & Culture

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Environmental Policy, Environmental Leadership, Environmental

Conflict & Collaboration, Environmental Governance Networks, Natural Resource Planning, Community

Sustainable Development, Environmental Justice, Qualitative Methods

Recent Publications: "Social-ecological Systems Mapping to Enhance Students' Understanding of Community-Scale Conflicts Related to Industrial Pollution," In: *Learner-Centered Teaching Activities for Environmental and Sustainability Studies*. Edited by Loren B. Byrne. Springer (2016); Toxic Release/The role of educational games in teaching and learning about hazardous pollution. *Journal of Environmental Studies and Science*. Springer (2015).

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: SUNY Plattsburgh Faculty Award for Community Engagement (2017); Town of Schuyler Falls, Comprehensive Planning Initiative for \$39,900 (2017); Sci Art & Science Communication Project: Campus Committee for Environmental Responsibility and Campus Programming Grant for \$8,500 (2016); New York State Energy Research and Development Authority, NY Prize Competition for Community Microgrid Feasibility Study for \$98,677 (2015); Teagle Foundation Integration of Humanities and STEM disciplines through Common Problem Pedagogy for \$25,000 (2015); Fellowship at SUNY Plattsburgh Center for Ethics in Public Life (2015)

DR. STEPHEN GILSON (ME)

Department: Center for Community Inclusion and Disability Studies

Title: Professor of Interdisciplinary Disability Studies (tenured); Coordinator of the Center for Community Inclusion and Disability Studies

Education (Degree): Ph.D. University of Nebraska

Years of Academic Experience: 35

International Experience: Israel: Senior Research Fellow. Ono Academic College

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Research and/or Teaching Specialization: Health Policy, Access to Health Services, Disability Theory, Diversity Theory.

Recent Publications:

DePoy, E. & Gilson, S.F.(2017) *Social work research and evaluation: Examined practice*, Thousand Oaks, Sage

DePoy, E. & Gilson, S.F.(2016) Design, Undesign and Redesign: Eliminating Embodied Inequality, In B Pirani (ed.) *Let's re-Invent an Embodied Sociology*. International Sociology Association

DePoy, E., & Gilson, S.F. (2015). Discursive construction of mental health as a disability. In M. O'Reilly & J. Lester (Eds.), *The Palgrave handbook of child mental health*. Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan.

DePoy, E., & Gilson, S.F. (2014). *Branding and designing disability*, Abingdon, Oxon, UK: Routledge.

DePoy, E., & Gilson, S.F. (in press). Social work disability practice: Applying explanatory legitimacy and disjuncture theory. In K.M. Sowers.

Gilson, S.F. & DePoy, E. (in press). Book Review: Vance, M.L. (Ed.). Disabled faculty and staff in a disabling society: Multiple identities in higher education. Huntersville, NC: Association on Higher Education and Disability. *The Review of Disability Studies: An International Journal*.

Number of Dissertations/Theses Supervised in the last 5 years: 16

Recent Awards: University of Maine Trustee Professorship, 2017-2018

DR. RICHARD GOTTSCHALL (SUNY Plattsburgh)

Department: Marketing & Entrepreneurship

Tenure Status: Assistant Professor; Non-tenured

Education (Degree): Ph.D., 2013 John Molson School of Business, Concordia University

Years of Academic Experience: 12

International Experience: Canada; Macedonia; Montenegro

Foreign Language Competence: *Macedonian*: Speaking (3), Reading (3), Writing (3), Comprehension (3)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (25% - 99%): Principles of Marketing, International Marketing

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Nodal Network Coordinator for SUNY Plattsburgh for the SUNY Center for Online International Learning (2016-present)

Research and/or Teaching Specialization: Entrepreneurship and Intrapreneurship; Principles of Marketing, Small Business Management, Social Entrepreneurship, Entrepreneurial Resourcefulness

Recent Publications: Gottschall, R., Karaev, Emergence of the North American Center of Excellence for

Transportation Equipment. *International Journal of Business and Economic Development*, 5, 2, 2017;

Isaac, J., Devine, M., Gervich, C., Gottschall, R. "Are We Experienced? Reflections on the SUNY Experiential Learning Mandate,". *Journal of Experiential Education*, 2017

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Education Grant from The Development Corporation for the Clinton County Business Plan Competition for \$3,000 (2017); Grant from Michael Kasbar for the World Fuel Services Student Fellows Program for \$16,000 (2017); IDAP Grant supporting travel expenses to the Republic of Macedonia to attend an academic conference/speak to prospective students at the American Corner for \$312 (2016); ACE Grant for Hosting a Distinguished Alum for \$200(2016); Education Grant from The Development Corporation for the Clinton County Business Plan Competition for \$3,000 (2016); Grant from Michael Kasbar for the World Fuel Services Student Fellows Program for \$16,000 (2016); Education Grant from The Development Corporation for the Clinton County Business Plan Competition for \$3,000 (2015)

CHERICE GRANGER (SUNY Plattsburgh)

Department: Center for the Study of Canada/Institute on Québec Studies

Tenure Status: Executive Administrative Coordinator

Education (Degree): ; B.S. Psychology/Graduate counseling/administration & leadership courses The State University of New York College at Plattsburgh

Years of Academic Experience: 26

International Experience: Canada; Mexico

Foreign Language Competence: *French*: Speaking (1), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 100%

Canadian Courses Taught 100%: N/A

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Executive Administrator Coordinator/Associate, Center for the Study of Canada (CESCA0; Member, American Council for Québec Studies (ACQS); Member, Association for Canadian Studies in the United States (ACSUS); Project Staff, Youth Ambassadors Program for Canada Three-Week Summer Exchange Programs

Research and/or Teaching Specialization: psychology; child development

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Cardinals Care: You Make a Difference Recognition Program/Special Event Programming, SUNY Plattsburgh, 2018; Educational Opportunity Program (EOP) Mentorship Award, SUNY Plattsburgh, 2016

DR. GREG N. GREGORIOU (SUNY Plattsburgh)

Department: Economics & Finance

Tenure Status: Professor; Tenured

Education (Degree): Ph.D., 2004 University of Québec at Montréal

Years of Academic Experience: 26

International Experience: Canada; England; Spain

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): Money and Capital Markets, International Financial Management

Canadian Studies Service: Associate at the Center for the Study of Canada (CESCA); Research Associate, University of Québec at Montréal, 2011-Present

Research and/or Teaching Specialization: Finance

Recent Publications: "Efficiency of Cruise Ships Using Data Envelopment Analysis," with L. Demirer and M. Gultek, *International Journal of Global Business*, 2017, Vol. 10, No. 1, pp. 8-25; "The Productivity and Efficiency of Hedge Fund Families," with J. Moschella (McGill), *Journal of Wealth Management*, 2017, Vol. 20, No. 3, pp. 101-112; "Herding Behavior: A Review," with V. Kallinterakis (University of Liverpool), *IEB International Journal of Finance*, 2017, Vol. 14, No. 1, pp. 8-25; "The q-factor and the Fama and French Asset Pricing Models: Hedge Fund Evidence," *Managerial Finance*, with F.E. Racicot (University of Ottawa) and R. Theoret (UQAM), 2016, Vol. 42, No. 12, pp. 1,180-1,207; "The Profiles of Merged Hedge Funds, Funds of Hedge Funds, and CTA," with M. Kooli (UQAM), *Journal of Asset Management*, 2016, Vol. 17, No. 4, pp. 1-15; "An Application of Sensitivity Analysis to Hedge Funds," with R. Pascalau, *Journal of Risk Model Validation*, 2016, Vol. 10, No. 1, pp. 1-25.

Number of Dissertations/Theses Supervised in the last 5 years: N/A

DR. PAUL GROSSWILER (ME)

Department: Communication and Journalism

Title: Professor of Communication and Journalism (tenured)

Education (Degree): Ph.D., Journalism, University of Missouri-Columbia (1990); MA., University of Missouri-Columbia (1976)

Years of Academic Experience: 31

International Experience: China: Fulbright Senior Scholar in Communication and Journalism, Department of Journalism, School of Mass Communication, Wuhan University

Research and/or Teaching Specialization: International mass communication, media ecology, media culture, Marshall McLuhan specialist.

Recent Publications:

Defending thought we hate: Freedom of expression in changing media environments, Grosswiler, P. (New York: Peter Lang, forthcoming)

Old new media: From oral to virtual environments, Grosswiler, P. (New York: Peter Lang, 2013)

Grosswiler, P. (2010). "Introduction". In Grosswiler, P., ed., (New York: Peter Lang.)

Grosswiler, P. (2010) "McLuhan, media ecology, and Marxisms past and present". In Grosswiler, P., ed., *Transforming McLuhan: Critical, cultural and postmodern perspectives*. (New York: Peter Lang.)

TIMOTHY HARTNETT (SUNY Plattsburgh)

Department: Feinberg Library

Status: Associate Librarian/Instruction & Reference Services Unit; Tenured

Education (Degree): M.A., 1983, The State University of New York College at Albany

Years of Academic Experience: 33

International Experience: Canada; Bermuda

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2);

Time Devoted to Canadian Studies teaching, research or consulting: 50%

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: History, Government, Law, Music, Criminal Justice, Sociology, Expeditionary Studies; Critical Research Skills; Introduction to Bluegrass Music

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Co-author of a monthly column in the Press Republican Newspaper titled, "In the Know," highlighting a wide range of informational resources

DR. LISE HÉROUX (SUNY Plattsburgh)

Department: Marketing & Entrepreneurship

Tenure Status: Professor, Tenured

Education (Degree): Ph.D., 1987 Concordia University

Years of Academic Experience: 36

International Experience: Canada, Mexico, China, Hong Kong, Macau, Singapore, Thailand, Vietnam, Cambodia, Malaysia, Australia, England, Ireland, France, Belgium, Netherlands, Luxembourg, Spain, Portugal, Italy, Germany, Greece, Turkey, Egypt, Algeria, Morocco

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (25% - 99%): International Marketing, Principles of Marketing, Marketing Research, Marketing Strategy

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Institute on Québec Studies; Member, Canadian Studies Curriculum Committee

Research and/or Teaching Specialization: International Marketing; New Product Development; Advertising; Procurement; Consumer Behavior; Sales Force Management; Marketing Principles, Research, Strategy, BtoB; Rural Tourism Marketing; Marketing Communications; Américanité; Marketing Education

Recent Publications: Héroux, Lise, Greg Gregoriou and Nancy J. Church (2017). "Advisement: MBA Accreditation Decision Criterion", Chapter in *Academic Exchange Quarterly*, Scholarship of Teaching and Learning Part 3, Vol. 21, No. 1, Spring. 102-110; Héroux, Lise (2017). "Comparative Marketing Strategies of Fitness Clubs in the United States and Canada", *Economics World*, Vol. 5 No. 6, Nov.-Dec., 529-538; Héroux, Lise (2017). "Sports Outfitters' Marketing Strategies: A Comparative Exploratory Study in the U.S. and Canada", *Advances in Economics and Business*, Vol. 5, 320-327; Héroux, Lise and Mark Gultek (2016). ". "Gift and Souvenir Shop Marketing Strategies in Canada and the U.S.: A Comparative Exploratory Study", *Revue de Recherche en Tourisme TEOROS*, Vol. 33, No. 2, Fall; Héroux, Lise (2016). "Comparative Marketing Strategies of Fitness Clubs in the United States and Canada", *Proceedings of the International Conference on Business and Management*, November 24-26, Marrakech, Morocco, Abstract; Héroux, Lise (2016). "Antique Shops' Marketing Strategies in Rural Tourism Destinations: A Comparative Exploratory Study in the U.S. and Canada", *Journal of Tourism and Hospitality Management*, Vol. 4, No. 2, Dec., 35-50; Héroux, Lise (2015). "Agritourism Marketing Strategies: A Comparative Study of Apple Orchards in Southern Quebec and Northeastern New York/Vermont", *Journal of Eastern Townships Studies*, Fall, Vol. 45, 31-48; Héroux, Lise and Nancy J. Church (2015); "Sports Outfitters' Marketing Strategies in Rural Tourism Destinations: A Comparative Exploratory Study in the U.S. and Canada", *Proceedings of the CYRUS Institute of Knowledge*, March, Cairo, Egypt. Abstract, 63; Héroux, Lise (2015). "Marketing Strategies of Golf Courses in the United States and Canada: A Comparative Exploratory Approach", *Proceedings of the Eurasia Business Research Conference*, World Business Institute, Istanbul, Turkey.

DR. STEPHEN J. HORNSBY (ME)

Department: Anthropology (Geography)

Titles: Professor of Geography and Canadian Studies (tenured); Director, Canadian-American Center;
Director, National Resource Center on Canada (U.S. Department of Education Title VI program)

Education (Degree): PhD. 1986 University of British Columbia

Years of Academic Experience: 32

International Experience: - Canada, United Kingdom, and India: research, presenting papers, study, leading
faculty institutes

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (1), Reading (2), Writing (1), Comprehension (1)

Time Devoted to Canadian Studies teaching, research, or consulting: 75%

Research and/or Teaching Specialization: Historical geography of Canada and the U.S.; history of cartography

Recent Publications:

Picturing America: The Golden Age of Pictorial Maps (Chicago: University of Chicago Press with the Library of
Congress, 2017)

Historical Atlas of Maine, edited by Stephen J. Hornsby and Richard W. Judd. (Orono, ME: University of Maine
Press, 2015)

“Geographies of the British Atlantic World” in *Britain’s Oceanic Empire: Atlantic and Indian Ocean Worlds, c.
1550-1850*, edited by H.V. Bowen, Elizabeth Mancke, and John G. Reid, 15-44, (Cambridge: Cambridge
University Press, 2012)

Surveyors of Empire: Samuel Holland, J.F.W. Des Barres, and the Making of the Atlantic Neptune (Montreal &
Kingston: McGill-Queen’s University Press, 2011)

“Early Modern Canada as Maritime Space” *International Journal of Maritime History* XXI, 1 (June 2009): 287-
290

“New England and Canada” in *The Encyclopedia of New England*, edited by Burt Feintuch and David H. Watters,
593-94. (New Haven: Yale University Press, 2005)

British Atlantic, American Frontier: Spaces of Power in Early Modern British America (Hanover, NH: University
Press of New England, 2005)

Co-Editor with John Reid, *New England and the Maritime Provinces: Connections and Comparisons* (Montreal &
Kingston: McGill-Queen’s University Press, 2005)

Recent Distinctions:

John Brinckerhoff Jackson Prize, American Association of Geographers, 2018

Outstanding Faculty Award, Research & Creative Achievement, College of Liberal Arts & Sciences, University of
Maine;

University of Maine System Trustee Professor, 2016

Globe Award, American Association of Geographers, 2017

“Best of Show,” Cartography and Geographic Information Society, 2016

“Best Book/Atlas,” Cartography and Geographic Information Society, 2016

Excellence in Publishing Award, Maine Writers and Publishers Alliance, 2016

Pierre Savard Award, International Council for Canadian Studies, 2013

John Lyman Book Award, North American Society for Oceanic History, 2012

Publication of the Year Award, Prince Edward Island Museum and Heritage Foundation, 2012

Caird Short-term Fellowship, National Maritime Museum, London, 2006

Clio Award/Regional History Certificate of Merit (Atlantic Canada), Canadian Historical Association, 1992

Canada Research Award, External Affairs Canada, 2005, 1997, 1992, 1990, 1987

DR. GERALD ISAAK (SUNY Plattsburgh)

Department: Expeditionary Studies

Status: Associate Professor/Chair; Tenured

Education (Degree): M.S., 2012 University of Edinburgh

Years of Academic Experience: 7

International Experience: Canada, Scotland, Kyrgyzstan, Nepal, Japan, Norway, Morocco

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Organizer/Leader of student trips to Canada & Québec

Research and/or Teaching Specialization: Adventure Education, Ski Mountaineering and Avalanche Safety

Recent Publications: "Are we experienced? Reflections on the SUNY experiential learning Mandate," *Journal of Experiential Education*, with M. Devine, C. Gervich, and R. Gottschall (2017); "Social media and decision making in avalanche terrain", *Proceedings of the International Snow Science Workshop*, Breckenridge, CO, pp. 230-234 (2016).

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: N/A

DR. SHAWNA MEFFERD KELTY (SUNY Plattsburgh)

Department: Theatre

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 2009 University of Missouri

Years of Academic Experience: 20

International Experience: Canada, Mexico, Spain

Foreign Language Competence:

French: Speaking (1), Reading (1), Writing (1), Comprehension (1)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (100%): Canadian American Theatre, Canadian Drama

Canadian Courses Taught (25% - 99%): Drama in Performance: The Stratford Experience – Study of Shakespeare, the history of the Stratford Festival, and travel to Stratford, Ontario, to attend the Stratford Shakespeare Festival's performances

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Theatre Pedagogy; New Play Development; North American Theatre (U.S. & Canada)

Recent Publications: Associate Editor for Crispy, David, *Linford Wilson: Early Short Stories, Sketches & Poems*, and October 2017

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Awarded Tenure, SUNY Plattsburgh, 2017; Early Promotion to Associate Professor, SUNY Plattsburgh, 2015; Faculty Senate Chair, SUNY Plattsburgh, 2015-16; Kennedy Center American College Theatre Festival Region I Co-Vice Chair, 2017 (regional/national); Mid-America Theatre Conference Associate Conference Planner, 2016-2017 (national); Association for Theatre in Higher Education Member at Large for Outreach, 2017 (national)

DEBRA KIMOK (SUNY Plattsburgh)

Department: Feinberg Library

Status: Associate Librarian/Special Collections Librarian; Tenured

Education (Degree): M.L.S., 2000 The State University of New York College at Buffalo

Years of Academic Experience: 18

International Experience: Canada

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research or consulting: 5%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): Critical Research Skills (General Education)

Canadian Studies Service: Member, SUNY Plattsburgh Writing Across the Curriculum Committee (2008-2011); Society of American Archivists/Member, Diversity Committee (2010-11); Society of American Archivists/Member, Subcommittee on Mosaic Scholarship Development (2010-11); Associate of the Center for the Study of Canada; Member, Institute on Québec Studies (2013-2015); Member, Society of American Archivists/Archives Management Roundtable (AMRT) Steering Committee (2010-13); SUNY Plattsburgh Faculty Senate (2013-2015); New York Archives Conference (NYAC) Board Chair (2014 and 2015); Member, NNYLN Board of Trustees (2016-present); Member, DHPSNY Advisory Committee (2016-present)

Research and/or Teaching Specialization: Critical Research Skills

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: 2015 New York State Archives and Archives Partnership Trust Annual Archives Award for Program Excellence in a Historical Record Repository (with SUNY Plattsburgh Records Management Officer, Gina Doty)

DR. CHRISTOPHER J. KIRKEY (SUNY Plattsburgh)

Department: Center for the Study of Canada, and Institute on Québec Studies

Tenure Status: Director, Center for the Study of Canada, and Institute on Québec Studies

Education (Degree): Ph.D., 1993 Brandeis University **Years of Academic Experience:** 31

International Experience: Canada, France, Switzerland, United Kingdom, France, Italy, Germany

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 100%

Canadian Courses Taught (100%): Introduction to Canada

Canadian Studies Service: Editorial Boards: *International Journal of Canadian Studies* (2015-present); *London Journal of Canadian Studies* (2015-present); *Québec Studies* (2010-present); *American Review of Canadian Studies* (2010-present) Member, Board of Directors, The Development Corporation, Clinton County, NY (2004-present) Member, American Council for Québec Studies (ACQS); Member, Canadian Political Science Association; Member; Vice-President, Association for Canadian Studies in the United States (ACSUS); Member, Mid-Atlantic and New England Council on Canadian Studies (MANECCS); Member, International Studies Association (ISA); Member, Centre Interuniversitaire de Recherche sur les Relations Internationales du Canada et du Québec; Member, Board of Directors, Bishop's University, Eastern Townships Resource Centre (ETRC);

Research and/or Teaching Specialization: Politics of Canada

Recent Publications: "The Quebec Election of April 2014: Initial Impressions," *London Journal of Canadian Studies* vol.32, 2017; Book - Co-editor (with Michael Hawes), *Canadian Foreign Policy in a Unipolar World*, Oxford University Press, 2017; Book Introduction (with Hawes), "Structure Matters: The Impact of the Unipolar World on Canada's Foreign Policy," *Canadian Foreign Policy in a Unipolar World*, Oxford University Press, 2017; Book Chapter (with Hawes), "Canadian Foreign Policy in the Post-Cold War Period: Changes and Challenges," *Canadian Foreign Policy in a Unipolar World*, Oxford University Press, 2017; Book Chapter (with Prosper Bernard Jr.), "Middle Power Paradox in a Unipolar World: The promises and Limitations of Canadian Leadership in an Age of Human Security – The Ottawa Convention to Ban Landmines and the Promotion of International Criminal Justice," *Canadian Foreign Policy in a Unipolar World*, Oxford University Press, 2017; Book Chapter (with Hawes), "Canada, the United States, and Change in the International Political System: The Road Ahead," *Canada in a Unipolar World*, Oxford University Press, 2017; Journal Guest Co-editor (with Stéphane Paquin and Stéphane Roussel), of special issue of *American Review of Canadian Studies* on "Quebec and the World: Foundations, Regions, Actors & Issues" vol.46 no.2, 2016; Journal Article/Introduction (with Paquin and Roussel), "Charting Quebec's Engagement with the International Community," special issue of *American Review of Canadian Studies* on "Quebec and the World: Foundations, Regions, Actors & Issues" vol.46 no.2, 2016; Journal Guest Co editor - (with Jarrett Rudy & Stephan Gervais), "Crossing Boundaries in Québec Studies" special issue of *Québec Studies*, 2015-2016; Journal Introduction - (with Rudy & Gervais), "Representation and Action" special issue of *Québec Studies*, 2015-2016; Book Co-editor (with Jarrett Rudy & Stephan Gervais), *Quebec Questions: Québec Studies for the 21st Century*, 2nd edition, Oxford University Press; 2015; Journal Co-editor - (with Cheryl Gosselin), "Quebec Past and Present: 3rd International and Domestic Colloquium on Quebec Studies" special issue of *Journal of Eastern Townships Studies*, Vol.45, 2015; Journal Introduction - (with Gosselin), "Editor's Note - New Research on Quebec" special issue of *Journal of Eastern Townships Studies*, Vol.45, 2015; Journal Guest Co-editor – (with Tony McCulloch), special issue of the *British Journal of Canadian Studies*, Vol.28 No.2, 2015; Journal Introduction - (with McCulloch), "Introduction: New voices on Canada" special of the *British Journal of Canadian Studies*, Vol.28 No.2, 2015; Book Chapter - (with Michael K. Hawes), "Systemic Forces and Canadian Foreign Policy," in Duane Bratt and Christopher Kukucha, eds. *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* 3rd edition, Oxford University Press, 2015.

Recent Distinctions: SUNY Plattsburgh, Center for the Study of Canada - \$10,375 USD, Source: The Development Corporation, 2017; SUNY Plattsburgh, Center for the Study of Canada - \$140,000 USD, Source: World Learning/ United States Department of State, Educational & Cultural Affairs, Youth Ambassadors Program Canada, 2018; SUNY Plattsburgh, Center for the Study of Canada - \$25,000 USD, Source: Embassy of the United States, Ottawa, Canada, Support for 2017 Youth Ambassadors Program with Canada, 2017; SUNY Plattsburgh, Institute on Québec Studies - \$15,000 USD, Source: Government of Québec, Ministry of International Relations and Le Francophonie Institute on Québec Studies Program Initiatives, 2017; SUNY Plattsburgh, Institute on Quebec Studies - \$138,000 USD, Sources: Government of Québec, Ministry of International Relations and Fulbright Canada. Renewal of Fulbright Distinguished Chair in Quebec Studies at the Institute, 2017-2020, 2017.

DR. JURGEN KLEIST (SUNY Plattsburgh)

Department: Modern Languages & Cultures

Tenure Status: Professor. Tenured

Education (Degree): Ph.D., 1985 University of California, San Diego

Years of Academic Experience: 39

International Experience: Germany, France

Foreign Language Competence:

French: Speaking (1), Reading (2), Writing (1), Comprehension (2);

German: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 20%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Honors Council (2012-Present)

Research and/or Teaching Specialization: German language, culture, film, and literature

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: N/A

DR. MARGARET LEONE (SUNY Plattsburgh)

Department: Modern Languages & Cultures

Tenure Status: Lecturer; Non-tenured

Education (Degree): Ph.D., 2013 McGill University

Years of Academic Experience: 29

International Experience: Canada; France

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 75%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): Elementary French I; Elementary French II; Intermediate French I; Intermediate French II

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Advisor, French Club, SUNY Plattsburgh, 2016-Present; Member, Scholarship Committee, New York State Association of Foreign Language Teachers, 2016-Present; President, Pays du Nord Chapter, America Association of Teachers of French, 2015-Present; Coordinator, Pi Delta Phi, French Honor Society, SUNY Plattsburgh, 2014-2016

Research and/or Teaching Specialization: Foreign and second language pedagogy; second language acquisition and sociocultural values; service learning in French; culture and language across the curriculum (CLAC)

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: N/A

KAREN LINEHAN (ME)

Department: Art

Title: Adjunct Assistant Professor of Art and Art History (full-time faculty)

Education (Degree): M.A. Boston University, Art History, Museum Studies; B.A., Art Studio and Art History University of Maine; University of Toronto

Years of Academic Experience: 30 years

International Experience: Canada

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (1), Reading (2), Writing (1), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Canadian Courses Taught (100%): Survey of Canadian Art and Architecture, Modern Canadian Painting, The Group of Seven in Context, 19th-Century North American Landscape Painting

Research and/or Teaching Specialization: Connections between American and Canadian 19th-century landscape painting and between Canadian and British WWI painters

DR. MARGARET A LUKENS (ME)

Department: English

Titles: Professor of English (tenured); Founding Director of Academic Programs in Innovation Engineering

Education (Degree): PhD 1991, University of Colorado/Boulder

Years of Academic Experience: 26

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (3), Reading (3), Writing (2), Comprehension (3)

Spanish: Speaking (2), Reading (3), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Canadian Courses Taught (25%-99%): First Nations & Native American drama & playwrights; Wabanaki & other Native American & First Nations literature; literature of North American colonization; ENG 342; ENG 442; ENG 542; ENG 440

Canadian Studies Service: Member of the Canadian Studies Executive Committee; occasionally guest lecture in CAN 101 on First Nations theatre & playwrights

Research and/or Teaching Specialization: First Nations/Native American theater; Wabanaki literary History; First Nations/ Native American Literature; literature of colonization/decolonization

Recent Publications:

Indigenous New England: special journal issue on Northeastern Native American writers. *Studies in American Indian Literatures* 24.3. Eds. Margo Lukens and Siobhan Senior. Lincoln: U Nebraska P, winter 2012.

Grandchildren of the Buffalo Soldiers and other untold stories; five plays by William S. Yellow Robe, Jr. Ed. Introduction & notes. Los Angeles: UCLA American Indian Studies Center (2009)

"Two Worlds on One Stage: Working in Collaboration to Prevent Encroachment, Appropriation, and Other Maddening Forms of Imperialism," *American Indian Performing Arts: Critical Directions*, Eds. Jaye Darby and Hanay Geiogamah. Los Angeles: UCLA American Indian Studies (2009)

"Native American Literature." *Oxford Companion to American Literature* ed. Jay Parini. Vol. 3 of 4. New York: Oxford University Press (2004)

"'A Being of a New World:' The Ambiguity of Mixed Blood in Pauline Johnson's 'My Mother.'" *MELUS (Multi Ethnic Literatures of the United States)* 27.3 Fall 2002. 43-56.

Number of Dissertations/Theses Supervised in the last 5 years: 13

DR. PAULEENA MACDOUGALL (ME)

Department: Anthropology

Tenure Status: Director, The Maine Folklife Center (Emerita)

Education (Degree): Ph.D., American history, University of Maine (1995)

Years of Academic Experience: 25

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (3), Reading (3), Writing (3), Comprehension (3)

Gaelic: Speaking (2), Reading (2), Writing (2), Comprehension (2)

German: Speaking (1), Reading (1), Writing (1), Comprehension (1)

Spanish: Speaking (2), Reading (2), Writing (2), Comprehension (2)

Abenaki: Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

CS Courses Taught: Folklore of Maine and the Maritimes

Research and/or Teaching Specialization: Northeast Native American cultures

Recent Publications:

The Penobscot Dance of Resistance: Tradition in the History of a People. University Press of New England, 2004.

Fannie Hardy Eckstorm and Her Quest for Local Knowledge (1865-1946). Lanham, MD: Lexington Press, 2013.

DR. MARK McLAUGHLIN (ME)

Department: History

Titles: Assistant Professor of History and Canadian Studies (tenure track)

Education: PhD, University of New Brunswick, in History, 2013. MA, Memorial University, in History, 2004

Years of Academic Experience: 3

International Experience: Born in Canada. Canada: research

Foreign Language Competence: *French:* Speaking (3), Reading (3), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 75%

Courses 100% CS: CAN 101: Introduction to Canadian Studies; CAN 401: Topics in Canadian Studies

Courses 25%-99% CS: HTY 398: Booms and Busts in North American History; HTY 221: History and Comics; HTY 199: New England and Eastern Canada since 1815

Canadian Studies Service: Canadian-American Center Executive Board; regular contributor to the Acadiensis Blog and the Network in Canadian History and Environment's blog; External Advisory Board of the Journal of New Brunswick Studies; Middle Atlantic and New England Council for Canadian Studies Executive Committee

Research and/or Teaching Specialization: History of resource and ecological science in the mid-20th century, forestry and natural resource management

Recent Publications:

"Rise of the Eco-Comics: The State, Environmental Education, and Canadian Comic Books, 1971-1975." *Material Culture Review* 77/78 (Spring/Fall 2013 [August 2014]): 9-20.

"The Politics of Forestry: The Failure of the Lepreau Pulp and Paper Project in New Brunswick, 1947-1949." *The Forestry Chronicle* 90, no. 3 (May/June 2014): 310-313.

"Green Shoots: Aerial Insecticide Spraying and the Growth of Environmental Consciousness in New Brunswick, 1952-1973." *Acadiensis* XL, no. 1 (Winter/Spring 2011): 3-23. --Revised version in *Land and Sea: Environmental History in Atlantic Canada*, eds. Claire Campbell and Robert Summerby-Murray, 143-157 and 292-298.

Fredericton, NB: Acadiensis Press, 2013.

"'as thick as molasses': Water Pollution Regulation in New Brunswick, 1947-1975." In *Modern Canada: 1945 to Present*, ed. Catherine Briggs, 369-382. Don Mills, ON: Oxford University Press, 2014.

DR. TIMOTHY MIHUC (SUNY Plattsburgh)

Department: Center for Earth and Environmental Science/Lake Champlain Research Institute

Tenure Status: Professor; Tenured

Education (Degree): Ph.D., 1994 Idaho State University

Years of Academic Experience: 29

International Experience: Canada, Europe, South Africa

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 20%

Canadian Courses Taught (25% - 99%): Aquatic Systems

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, International Joint Commission Lake Champlain_Richelieu River Study board Resource Recovery working group, 2017-Present

Research and/or Teaching Specialization: Aquatic Systems; Food Web dynamics; Nutrient Cycling

Recent Publications: Mihuc TB, Recknagel F (2017) Lessons from bioinvasion of Lake Champlain, U.S.A.,

Chapter 18. In: Recknagel F, Michener W (eds) *Ecological informatics. Data management and knowledge discovery*. Springer, Heidelberg; Katelyn A. Bockwoldt, Emily R. Nodine, Timothy B. Mihuc, Angela D.

Shambaugh, Jason D. Stockwell. 2017. "Reduced phytoplankton and zooplankton diversity associated with

increased cyanobacteria in Lake Champlain, USA". *Journal of Contemporary Water Research & Education* Volume 160:100-118; George A. Maynard, Timothy B. Mihuc, V. Alex Sotola, Danielle E. Garneau, Mark H. Malchoff.

2017. "Black Bass Dispersal Patterns Following Catch and Release Tournaments on Lake Champlain". *North American Journal of Fisheries Management*, 37:3, 524-535; Christopher T. Martine, Stephen F. Langdon, Timothy

M. Shearman, Casey Binggeli, Timothy Mihuc. 2015. "European frogbit (*Hydrocharis morsus-ranae*) in the Champlain/Adirondack Region: Recent Inferences". *Rhodora* 117:499-504; Suzanne C. Ball, Timothy B. Mihuc ,

Luke W. Myers, Jason D. Stockwell. 2015. "Ten-fold decline in *Mysis diluviana* in Lake Champlain between 1975 and 2012". *Journal of Great Lakes Research* 41:502-509; Allison R. Hrycik, Paul W. Simonin, Lars G. Rudstam,

Donna L. Parrish, Bernard Pientka, Timothy B. Mihuc. 2015. "Mysis zooplanktivory in Lake Champlain: A bioenergetics analysis". *Journal of Great Lakes Research* 41:492-501; Mark Lamay, Erin Hayes Pontius, T.B.

Mihuc. 2015. "A revised guide to the Zooplankton of Lake Champlain". *Scientia discipulorum*

Number of Dissertations/Theses Supervised in the last 5 years: 11

Recent Distinctions: Lake Champlain Long-Term Water Quality and Biological Monitoring Project. 2017,

NYDEC, U.S. EPA. (Mihuc) \$ 160,000; Lake Champlain Long-Term Water Quality and Biological Monitoring

Project. 2016, NYDEC, U.S. EPA. (Mihuc) \$ 160,000; Lake Champlain Sea Grant extension- SUNY Plattsburgh, NOAA. 2016, T. Mihuc, LCSG co-director \$ 108,500; Lake Champlain Sea Grant extension- SUNY Plattsburgh,

NOAA. 2015, T. Mihuc, LCSG co-director \$ 108,500; Lake Champlain Long-Term Water Quality and Biological Monitoring Project. 2015, NYDEC, U.S. EPA. (Mihuc) \$ 160,000

DR. SUSAN LAIRD MODY (SUNY Plattsburgh)

Department: Gender and Women's Studies

Tenure Status: Associate Professor; Tenured

Education (Degree): Ed.D., 2002 Rutgers University – The State University of New Jersey

Years of Academic Experience: 45

International Experience: Canada; India

Foreign Language Competence: *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): Global Gender Issues

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Gender Issues in India; Feminist Pedagogy; Gender, Sexuality & Religion

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Invited Speaker, National Women's Studies Association Conference, Montréal, QC, 2016;

Invited Speaker, Feminisms Beyond the Secular, Lehigh University, Bethlehem, PA, 2016

DR. AMY MOUNTCASTLE (SUNY Plattsburgh)

Department: Anthropology
Tenure Status: Associate Professor; Tenured
Education (Degree): Ph.D., 1997 Rutgers University
Years of Academic Experience: 25
International Experience: Canada, Croatia, France, India
Foreign Language Competence: *Croatian:* Speaking (2), Reading (2), Writing (2), Comprehension (2)
Time Devoted to Canadian Studies teaching, research or consulting: 20%
Canadian Courses Taught (100%): N/A
Canadian Courses Taught (25% - 99%): N/A
Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)
Research and/or Teaching Specialization: Anthropology of Human Rights; Political Anthropology
Recent Publications: "Caring as Resistance: Bordertown Responses to People Migrating to Canada," 2018;
"Family Dairy Farms in the 21st Century: Motives, Values, and Challenges-a Cross-Cultural Perspective," 2017
Number of Dissertations/Theses Supervised in the last 5 years: N/A
Recent Distinctions: Chancellor's Award for Faculty Service, 2016

DR. BRIAN NEUREUTHER (SUNY Plattsburgh)

Department: Supply Chain Management and International Business
Tenure Status: Professor; Tenured
Education (Degree): Ph.D. 1999 Texas Tech University
Years of Academic Experience: 19
International Experience: Canada; China, England; Mexico
Foreign Language Competence: *French:* Speaking (1); Reading (2); Writing (1); Comprehension (1)
Time Devoted to Canadian Studies teaching, research or consulting: 25%
Canadian Courses Taught (100%): N/A
Canadian Courses Taught (25% - 99%): Supply Chain Management, Global Operations, Global Supply Chain Strategy
Canadian Studies Service: Associate of the Center for the Study of Canada
Research and/or Teaching Specialization: Supply Chain Management, Risk Management, Operations Management
Recent Publications: Kenyon, G., and Neureuther, B., (2017). Improving the Return on Investments in Ports: Opportunities in Data Management. *Maritime Economics and Logistics*, 1-17. DOI: <https://doi.org/10.1057/s41278-017-0078-4>; Kenyon, G., Neureuther, B., and Irwin, G. (2016). A Comparison Between Organizational Behavior and Scientific Laws. *Journal of International & Interdisciplinary Business Research*, 3, 75-83; Neureuther, Brian D. "A comparison between organizational behavior and scientific laws". *Proceedings of the Production and Operations Management Society*, 2016, Orlando, Florida.
Number of Dissertations/Theses Supervised in the last 5 years: N/A
Recent Distinctions: Certified Supply Chain Professional (CSCP) – earned in December 2006. Re-accredited in 2011 and in 2016.

DR. BONNIE NEWSOM (ME)

Department: Anthropology

Title: Assistant Professor of Anthropology (tenure track)

Education: Ph.D. Anthropology, University of Massachusetts (2017)

Years of Academic Experience: 1

International Experience: Canada

Foreign Language Competence: 1=low, 4=high

Passamoquoddy: Speaking (2), Reading (N/A), Writing (N/A), Comprehension (3)

Penobscot: Speaking (2), Reading (N/A), Writing (N/A), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Courses 25%-99% CS: ANT 372: North American Prehistory; Archaeology of Maine and the Maritimes; ANT 570: Seminar in Northeast North American Prehistory

Canadian Studies Service:

Research and/or Teaching Specialization: Indigenous archaeologist interested in the pre-contact lifeways of Native peoples

Recent Publications:

“Developing Policies and Protocols for the Culturally Sensitive Intellectual Properties of the Penobscot Nation of Maine.” Report submitted to the Intellectual Property Issues in Cultural Heritage Program. Simon Fraser University, Burnaby, BC, November 2013

Primary Author with Jamie Bissonette-Lewey: “Wabanaki Resistance and Healing: An Exploration of the Contemporary Role of an Eighteenth Century Bounty Proclamation in an Indigenous Decolonization Process” in *Landscapes of Violence*, University of Massachusetts, Amherst, Massachusetts, March 2012

DR. CHARLES H. NORCHI (ME)

Department: University of Maine School of Law

Title: Professor of Law; Director, Center for Oceans and Coastal Law, Cooperating Professor, Climate Change Institute

Education (Degree): J.S.D., 2006, L.L.M., Yale Law School

Years of Academic Experience: 10

International Experience: Afghanistan, Austria, Bangladesh, Canada, Peoples Republic of China, Democratic Republic of the Congo, Ethiopia, France, Guatemala, Hong Kong, Iceland, India, Ireland, Kenya, Korea, Kingdom of Saudi Arabia, Norway, Malta, Namibia, Nepal, Norway, Pakistan, South Africa, Sweden, Switzerland, Thailand, Tunisia, Turkey, United Arab Emirates, Yemen, Zimbabwe.

Foreign Language Competence: 0=none to 4=fluent:

French: Speaking (2), Reading (3), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

CS Courses Taught: Oceans Law & Policy, International Law, International Trade Law

Research Specialization: Comparative Law; International Law; Jurisprudence; Law of the Sea
The Arctic

Recent Publications: “The Arctic: Law, Science and Policy.” (With Paul Mayewski) *Ocean & Coastal Law Journal*, Vol. 22, No 2, 2017

“The Arctic in the Public Order of the World Community” *Ocean & Coastal Law Journal*, Vol. 22 No 1, 2017

“Maritime Piracy: A Review of James Kraska, Contemporary Maritime Piracy: International Law, Strategy, and Diplomacy at Sea,” in *Ocean Yearbook* Vol. 27 Canada, 2012

DR. MARY OKIN (ME)

Department: Women's, Gender and Sexuality Studies, Sociology, Franco American Studies, Maine Studies, Canadian Studies

Status: Adjunct Assistant Professor

Education (Degree): Ph.D., 2008, University of Maine

Years of Academic Experience: 9

International Experience: Lived in France for 1 year and Québec for 2 years

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Spanish: Speaking (2), Reading (2), Writing (2), Comprehension (2)

German: Speaking (2), Reading (4), Writing (2), Comprehension (2)

Italian: Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

Canadian Courses Taught (100%): French Exploration and Settlement of Maine, 1604-1760; The Acadian Experience: From Exile to Cultural Revival; Acadian History (taught in French); Maine and the Northeast Borderlands

Canadian Courses Taught (25% - 99%): Migrations and Communities

Research and/or Teaching Specialization: History of the French in Maine

DR. ELAINE OSTRY (SUNY Plattsburgh)

Department: English

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 1998 University of Toronto

Years of Academic Experience: 26

International Experience: Canada

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 50%

Canadian Courses Taught (100%): Canadian Fiction

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Children's Literature, Young Adult Literature, Victorian Literature

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: N/A

DR. MICAH PAWLING (ME)

Department: History and Native American Studies

Title: Tenure Track

Education (Degree): Ph.D., 2010 University of Maine

Years of Academic Experience: 5

International Experience: Canada

Foreign Language Competence: *French:* Speaking (3), Reading (3), Writing (2), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 50%

CS Courses Taught: Maine Indian History in the Twentieth Century; Ethnohistory of Native North America

Research and/or Teaching Specialization: Ethnohistory of Native North America; Indigenous Peoples and Northeast North American history.

Canadian Studies Service: Canadian-American Executive Committee, 2012-2018; Invited Lecturer in CAN 101

Recent Publications:

“‘A labyrinth of uncertainties’: Penobscot River Islands, Assignments, and Indigenous Women Proprietors in Nineteenth-Century Maine,” (forthcoming, *American Indian Quarterly*, 2018).

“*Wəlastəkwey* (Maliseet) Homeland: Waterscapes and Continuity within the Lower St. John River Valley, 1784-1900,” *Acadiensis*, vol. XLVI, no. 2 (Summer/Autumn 2017): 5-34.

“Wabanaki Homeland and Mobility: Concepts of Home in Nineteenth-Century Maine,” *Ethnohistory*, vol. 63, no. 4 (October 2016): 621-643.

“Changing Native Homelands,” in *The Historical Atlas of Maine*, edited by Stephen J. Hornsby and Richard W. Judd, cartographer Michael J. Hermann (Orono: University of Maine Press, 2015), plate 61. Additional co-authored atlas plates: “Defining Native Space,” plate 23, “Wabanaki Mapping,” plate 39, “Native-European Contact,” plate 7, “British Survey the Interior,” plate 17, “Surveying the Northern Interior,” plate 22, “French Survey the Interior,” plate 11, “New England Migration,” plate 24.

Recent Awards/Distinctions: Whiting Public Engagement Fellowship, Whiting Foundation, “The Sabattis Tomah Project: Making History in the Community,” collaboration with Donald Soctomah, Passamaquoddy Tribe, Indian Township, Maine, received February 2017 for Spring 2018 (funded \$50,000)

DR. SUSAN PINETTE (ME)

Department: Franco American Studies/ Modern Languages and Classics

Title: Associate Professor of Modern Languages and Literatures (tenured)

Education (Degree): Ph.D. 1999, University of California Irvine

Years of Academic Experience: 17

International Experience: France (91-'93), (13-14); summers in Canada: research, presenting papers, study, travel

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (4), Reading (4), Writing (4), Comprehension (4)

German: Speaking (1), Reading (1), Writing (1), Comprehension (1)

Spanish: Speaking (1), Reading (1), Writing (1), Comprehension (1)

Latin: Reading (1), Comprehension (1)

Time Devoted to Canadian Studies teaching, research, or consulting: 25%

Canadian Studies Courses Taught (25%-99%): Introduction to Franco-American Studies, People, Places, Past. , Immigration, Yesterday and Today.

Canadian Studies Service: Canadian Studies Advisory Board, Member of ACQS

Research and/or Teaching Specialization: Franco American Literature

Recent Publications:

“Horrible Mothers in Mémère’s Kitchen: Queer Identity in New England Franco-America” forthcoming in *Horrible Mothers: Failing Motherhood Across Francophone North America*, edited by Loic Bourdeau, University of Nebraska Press (forthcoming)

“‘La Langue est gardienne’: French language and Identity in Franco-American Literature,” *Quebec Studies* 53 (2012): 45-61.

Review of *Kerouac: Language, Poetics, and Territory*. New York: Bloomsbury Academic, 2016 for *Studies in 20th & 21st Century Literature* 41.2 (2017).

DR. MARGARET PEARCE (ME)

Department: Canadian-American Center

Titles: Faculty Associate. Independent cartographer, owner of Studio 1:1, LLC

Education: Ph.D., Geography, Clark University (1998)

Years of Academic Experience: 9

International Experience: Canada: research, travel

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

Research and/or Teaching Specialization: Exploring and expanding cartographic language to communicate indigenous North American cultures

Recent Publications:

Coming Home to Indigenous Place Names in Canada (thematic map). Canadian-American Center, University of Maine, 2017. First place, Thematic Map Category, 2017 CaGIS Map Design Competition.

M. Pearce and Penobscot Cultural & Historic Preservation. 2015. *Iyoka Eli-Wihtamakw Kətahkinawal / This is how we name our lands*. [4-color, 2-sided, 44 x 60 inches, folded]. Indian Island, ME: Penobscot Cultural & Historic Preservation Department, Penobscot Nation.

M. Pawling, M. Pearce, and D. Soctomah 2015. "Wabanaki mapping" In S. J. Hornsby and R. W. Judd, eds. *The Historical Atlas of Maine*. Orono: University of Maine Press.

M. Pearce and M. Hermann. *They would not take me there: People, places, and stories from Champlain's travels in Canada, 1603-1616*. Orono, Me.: Canadian American Center, U Maine, 2008. [4-color, 2-sided, 34 x 58 inches]

Recent Awards/Distinctions:

First place, Thematic Map Category, 2017 CaGIS Map Design Competition for *Coming Home to Indigenous Place Names in Canada* (thematic map). Canadian-American Center, University of Maine, 2017.

Third Place, Best Thematic Map, CaGIS Map Design Competition, 2008 for *They would not take me there: People, places, and stories from Champlain's travels in Canada, 1603-1616*. Orono, Me.: Canadian American Center, University of Maine, 2008.

DR. DHIMITRI QIRJO (SUNY Plattsburgh)

Department: Economics & Finance

Tenure Status: Associate Professor; Tenured

Education (Degree): Ph.D., 2010 Florida International University

Years of Academic Experience: 8

International Experience: Canada, Greece

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (25% - 99%): International Trade and Finance

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, International Business Major Program Committee, 2015-Present

Research and/or Teaching Specialization: International Trade and Economics of Immigration; Labor Economics; Environmental Economics

Recent Publications:

"Aging, Trade and Migration" (with Chisik and Onder), *World Bank: Policy Research Working Papers Series*, No. 7740, June 2016;

"Does the level of economic development and the market size of immigrants' country of birth matter for their engagement in entrepreneurial activities in the USA? Evidence from the Princeton's New Immigrant Surveys of 2003 and 2007" (with Chrysostome and Krichevskiy), *Journal of Small Business and Entrepreneurship*, 28 (3): 223-249, April 15, 2016;

"Love of Variety and Immigration", *The B.E. Journal of Economic Analysis and Policy: Contributions*, 16 (2): 901-930, April 2016;

"Monitoring, Endogenous Comparative Advantage, and Immigration", *IZA Journal of Migration*, 4 (24): 1-23, December 29, 2015;

"FDI and Temporary or Permanent Immigration", SUNY Plattsburgh Working Paper, Department of Economics and Finance, SBE, 2015;

"Skills and Immigration: A Short Run Trade Theoretical Approach", SUNY Plattsburgh Working Paper, Department of Economics and Finance, SBE, 2015

DR. COLIN READ (SUNY Plattsburgh)

Department: Economics & Finance

Tenure Status: Professor; Tenured

Education (Degree): Ph.D. 1988 School of Graduate Studies and Research, Queen's University

Years of Academic Experience: 35

International Experience: Canada, China, Singapore, Morocco, Peru, Belize, Guatemala, Mexico, Indonesia

Foreign Language Competence: *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): Money and Banking

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Department of Economics/Finance, 2015-16

Research and/or Teaching Specialization: Principles of Finance; Intro Microeconomics; Intro Macroeconomics; History Economic Thought, Environmental Economics; Money and Banking

Recent Publications: Read, C.L. (2015). "Great Minds in Finance – The Public Financiers"; Read, C. L. (2016).

Henry George and the 99%. In Press, in Robert Rycroft (Ed.), *The American Middle Class: An Economic*

Encyclopedia of Progress and Poverty; Read, C. L. (2016). "The Efficient Market Hypothesis". In Press, *The*

American Middle Class: An Economic Encyclopedia of Progress and Poverty; Read, C. L. (2015). "Environmental

Challenges and Financial Market Opportunities." In Press, in Greg Gregoriou (Ed.), *The Handbook of*

Environmental and Sustainable Finance.

Recent Distinctions: Mayor Elect; City of Plattsburgh, Plattsburgh, NY (2017-2020)

DR. MARK P. RICHARD (SUNY Plattsburgh)

Department: Center for the Study of Canada, and Institute on Québec Studies/History

Tenure Status: Professor; Tenured

Education (Degree): Ph.D., 2001 Duke University

Years of Academic Experience: 34

International Experience: Canada

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 100%

Canadian Courses Taught (100%): Borderland & Migration History: Can/US, Strangers in the Land: Can/US,

Québec/US: Franco-American History & Culture

Canadian Studies Service: Member, Center for the Study of Canada Faculty Associates (CESCA); Treasurer,

American Council for Québec Studies; Member, Association for Canadian Studies in the United States

Research and/or Teaching Specialization: Colonial Canada, Canada since Confederation, Québec History,

Québec Diaspora in New England, North American Francophone Literature. North American Francophone

Literature, History of Migration in North America, U.S. Immigration and Ethnic History, U.S. History

Recent Publications: "Early Franco-American Credit Unions," *Le Forum*, a publication of the University of Maine

Franco-American Centre, 38:1 (automne/hiver 2015), p. 22; *The Creation of the American System of Government: A*

Handbook Emphasizing Literacy and Study Strategies, with Dorothy A. Osterholt (Amazon Kindle, 2015; Create

Space, 2015.); "French Canadian Immigration," with Stephen J. Hornsby, in the *Historical Atlas of Maine*, ed.

Stephen J. Hornsby and Richard W. Judd (Orono, Maine: University of Maine Press, 2015), plate 42.

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: Certificate of Recognition from Liverpool University Press for excellence in peer reviewing

for the journal, *Québec Studies*, 2016; Research/travel grants, State of New York / United University Professions

Joint Labor-Management Committee, fiscal years 2015, 2016, and 2017.

DR. LIAM RIORDAN (ME)

Department: History

Tenure Status: Professor of History (tenured)

Years of Academic Experience: 16

Education (Degree): Ph.D. 1996, University of Pennsylvania

International Experience: Research in Canada, England, and Scotland (Fulbright Scholar)

Foreign Language Competence: *Spanish:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

Canadian Studies Courses Taught: HTY 240, HTY 461

Research and/or Teaching Specialization: early American history, Colonial British North America, American Revolution, British Atlantic

Recent Publications: "A Loyalist Who Loved His Country Too Much: Thomas Hutchinson, Historian of Colonial Massachusetts," *The New England Quarterly*, 90 no. 3 (September 2017), 344-384.

Guest editor, and author of introductory essay, humanities-themed issue of *Maine Policy Review*, 24, no. 1 (June 2015), accessible online at <http://digitalcommons.library.umaine.edu/mpr/>.

Co-editor and co-author of lead essay with Jerry Bannister (Dalhousie University), *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era* (University of Toronto Press, 2012). "Pennsylvania German Taufscheine and Revolutionary America: Cultural History and Interpreting Identity" in Jan Stievermann and Oliver Scheiding, eds., *A Peculiar Mixture: German-Language Cultures and Identities in Eighteenth-Century North America* (Pennsylvania State University Press, 2013), 246-273.

Number of Dissertations/Theses Supervised in the last 5 years: Ph.D. 2; MA 3

Recent Distinctions: Member, Board of Directors, Maine Humanities Council, state affiliate of the NEH, 2010-2017; Director, University of Maine Humanities Center, 2014-2016; Co-organizer, National History Day in Maine, statewide history contest for grade 6-12 students, 2013-present; Fulbright Scholar Award, University of Glasgow; United Kingdom-United States Fulbright Commission, January-July 2012.

DR. RICHARD H. ROBBINS (SUNY Plattsburgh)

Department: Anthropology

Tenure Status: University Distinguished Teaching Professor; Tenured

Education (Degree): Ph.D., 1970 University of North Carolina

Years of Academic Experience: 46

International Experience: Canada; Scotland

Time Devoted to Canadian Studies teaching, research or consulting: 20%

Canadian Courses Taught (25% - 99%): Cross-Cultural Understanding, Anthropology and Global Perspectives, Seminar on Acadian Studies

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Anthropology of Money, Debt, and Finance; Local Food Systems; Religious communities; World-systems and the expansion of capitalism; Social history of science and the sociology of knowledge; Technology and Society; Anthropological study of belief systems; Teaching and the use of group-inquiry in the classroom; Technology in Teaching

Recent Publications: *An Anthropology of Money* (with Tim Di Muzio). Routledge Press, 2017; *Cultural Anthropology: A Problem Based Approach* (with Rachel Dowty), 7th Edition. Cengage Publishers, 2016; *Debt as Power* (with Tim Di Muzio). Manchester: Manchester University Press. Runner-up (Honorable Mention) for the best piece of research in International Relations for 2016 awarded by the Centre for Advanced International Theory at Sussex University, 2016.

Recent Distinctions: Runner-up (Honorable Mention) for the best piece of research in International Relations for 2016 for *Debt as Power* co-authored with Tim DiMuzio awarded by the Centre for Advanced International Theory at Sussex University

DR. EDWIN ROMANOWICZ (SUNY Plattsburgh)

Department: Earth and Environmental Science

Tenure Status: Associate Professor/Director; Tenured

Education (Degree): Ph.D. 1993 Syracuse University

Years of Academic Experience: 24

International Experience: Canada, France

Foreign Language Competence: *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research or consulting: 25%

Canadian Courses Taught (25% - 99%): Environment; Hydrogeochemistry

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA)

Research and/or Teaching Specialization: Hydrogeology: wetland, groundwater; Methane Transport, Chemical equilibrium modeling, Groundwater Flow Modeling, Transport Modeling, Environmental Geology, Groundwater/Surface Interactions; Physical and Environmental Geology, Structural Geology,

Recent Publications: Romanowicz E and Kim J, 2018, "Relationship between fracture, vertical water flow and geologic structures on the distribution of PFOA in domestic wells, Bennington, VT

Northeast Geological Society of America Meeting, Burlington, VT, March 2018; Kim J, Ryan P, Romanowicz E, Schroeder T, Belaval M and Boutt D, 2018, "4D characterization of a fractured bedrock aquifer contaminated with PFOA: Bennington, VT", *Northeast Geological Society of America Meeting*, Burlington, VT, March 2018;

Maguire, HC, Mehrkens C, Kim J and Romanowicz E, 2018, "Application of geophysical methods to stratigraphic problems in the Lower Cambrian Monkton Formation", *Northeast Geological Society of America Meeting*, Burlington, VT, March 2018; Romanowicz E and Kim J, 2016, "Characterization of a complex fractured carbonate aquifer in the town of Hinesburgh, west central Vermont II: Hydrogeology", *Northeast Geological Society of America Meeting*, Albany New York, March 2016;

DR. FRÉDÉRIC RONDEAU (ME)

Department: Modern Languages and Classics

Titles: Assistant Professor of French (tenure track); Assistant Director, Canadian-American Center

Education (Degree): Ph.D., 2012 McGill University

Years of Academic Experience: 5

International Experience: Canada, France (research in France (École normale supérieure (Ulm), Paris)

Foreign Language Competence: Native French speaker

English: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Time Devoted to Canadian Studies teaching, research, or consulting: 100%

CS Courses Taught: FRE 490 – 598 : *Topics in French: Issues in Contemporary Francophone Culture. L'histoire du Québec par sa culture (XX^e-XXI^e)* ; FRE 463/FRE 509 – *La poésie québécoise* ; FRE 465/508 – *Le roman d'expression française en Amérique du Nord* ; FRE 490/508: *Quebec literature. "Out into the world. Wanderings, displacement and exile in Quebec literature"* ; FRE 490/508: *Advanced Topics in French/Seminar in the Novel* « *Questions d'histoire littéraire. Le roman québécois depuis 1945* ; FRE 310 – *Readings in Francophone littérature.*

Canadian Studies Service: Member of the American Council for Quebec Studies, Associate Member of the Centre de recherche en littérature et en culture québécoises (CRILCQ), Associate Member of the Centre d'archives Gaston-Miron (CAGM), Member of the Association internationale des études québécoises.

Research and/or Teaching Specialization: 20th Century Quebec Literature and Culture; Francophone Literature of North America; Counter-Culture (transnational perspective); Post-68 Literature, Culture, and Politics.

Recent Publications: Gilles Dupuis, Karim Larose, Frédéric Rondeau and Robert Schwartzwald, *Avec ou sans Parti pris. Le legs d'une revue*, Éditions Nota bene, Collection Grise, 2018, 460 p.

Le manque en partage. La poésie de Michel Beaulieu et Gilbert Langevin (Sharing the empty spaces. Michel Beaulieu and Gilbert Langevin poetry), Presses de l'Université de Montréal, coll. « Nouvelles études québécoises », Montréal, 2016, 338 p.

Karim Larose and Frédéric Rondeau (dir.), *La contre-culture au Québec [Quebec counterculture]* [interdisciplinary book (art history, musicology, literature, theater, film, sociology) devoted to Quebec counterculture], Presses de l'Université de Montréal, coll. « Nouvelles études québécoises », Montréal, 2016, 530 p.

Recent Awards/Distinctions: 2017 : Jean-Éthier Blais Prize. Best book of literary criticism in Quebec for *Le Manque en partage. La poésie de Michel Beaulieu et Gilbert Langevin*, \$3000. 2016: Awards to Scholarly Publications Program, Social Sciences and Humanities Research Council of Canada, \$8000.

DR. SCOTT W. SEE, LIBRA PROFESSOR (ME)

Department: History **Title:** Professor of History and Libra Professor of History (tenured)
Education (Degree): Ph.D. 1984, University of Maine **Years of Academic Experience:** 35
International Experience: Canada, Scotland, Ireland, Russia: research, presenting papers, study, travel
Foreign Language Competence: *French:* Speaking (1), Reading (3), Writing (1), Comprehension (2)
Time Devoted to Canadian Studies teaching, research, or consulting: 90%
Canadian Courses Taught (100%): History of Modern Canada, Seminar in the History of Canada and the United States, Canadian Nationalism and Myths, Historiography of the Northeastern Borderlands
Canadian Courses Taught (25%-99%): Violence in North American History
Canadian Studies Service: Canadian Historical Association; Association for Canadian Studies in the United States; Middle Atlantic and New England Conference of Canadian Studies; *Acadiensis* [Journal of the History of the Atlantic Region]. Editorial Board. (1998 to present.); *The American Review of Canadian Studies* [Journal of Association for Canadian Studies in the United States]. Editorial Board. (2003 to present)
Research and/or Teaching Specialization: History of collective violence in Canada; Pre- and Post-Confederation Canada; Canadian-American History, History of the Northeastern Borderlands, Nationalism and Myths in Canada
Recent Publications: Book: *Affront to Peace and Order: Collective Violence in Nineteenth-Century Canada*. Toronto: University of Toronto Press. [under contract]
Book chapter: "A Tumultuous Decade: Elections in British North America during the 1840s." Eduardo Posada-carbo and Andrew Robertson, eds., *The Oxford Handbook of Revolutionary Elections in the Americas, 1800-1910*. Oxford University Press.
Number of Dissertations/Theses Supervised in the last 5 years: 4 – M.A., 10- Ph.D.
Recent Distinctions: Fulbright Research Chair. "Public Memory and the Construction of Canada's 'Peaceable Kingdom' Ideal." Dalhousie University, Halifax, Nova Scotia, Canada. Nine Months: 2013-2014

DR. BRYAN SILVERMAN (ME)

Department: College of Education and Human Services, School of Learning and Teaching
Title: Lecturer, Curriculum, Assessment and Instruction
Education (Degree): Ph.D., 2014, Kent State University, M.Sc., 2004, D'Youville College
B.A., 2000, University of Toronto. Dissertation: *Canadian Identity, Multiculturalism, and a Cosmopolitan Future*
Years of Academic Experience: 5
International Experience: Born in Canada
Foreign Language Competence:
French: Speaking (1), Reading (2), Writing (1), Comprehension (2)
Time Devoted to Canadian Studies teaching, research, or consulting: 20%
CS Courses 25%-50% Taught: EHD 202: Education in a Multicultural Society, ESS441: Teaching Social Studies in the Secondary School
Canadian Studies Service: Lecture in CAN101 - Canadian Identity and Multiculturalism
Research and/or Teaching Specialization: Interaction of education and cultural identity, multiculturalism, cosmopolitanism
Manuscripts submitted for publications:
A Cosmopolitan Future for Canada: Addressing the changing nature of Canada's cultural diversity. (2016)
"Individual and Group Identity in Canada" in *Philosophical Inquiry in Education* (2016)

DR. JONATHAN R. SLATER (SUNY Plattsburgh)

Department: Institute for Ethics in Public Life; Department of Journalism & Public Relations

Tenure Status: Director/Associate Professor, Chair; Tenured

Education (Degree): Ph.D. 1987 New York University Steinhardt School

Years of Academic Experience: 19

International Experience: Canada

Foreign Language Competence: *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

Time Devoted to Canadian Studies teaching, research or consulting: 50%

Canadian Courses Taught (100%): N/A

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); SUNY Plattsburgh-Bishop's University Faculty Exchange/Visiting Professor, 2018; Presenter, 6th Annual Québec Past and Present: International Colloquium, Bishop's University, 2018; 6th Annual Québec Past and Present: International Colloquium, Bishop's University, 2017

Research and/or Teaching Specialization: Public Relations and Communication Studies; Ethics

Recent Publications: Slater, J., "Marshall McLuhan's Curious Connection to Québec" In *Journal of Eastern Townships Studies* Fall 2017.

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: SUNY Plattsburgh Student Association William D. Laundry Special Service Award, 2016; Lorre du Mérite diocésain, Saint-Jean-Longueuil Diocese, 2016

DR. KATHRYN SLOTT (ME)

Department: Modern Languages and Classics

Tenure Status: Tenured

Education (Degree): Ph.D. 1980, University of Pennsylvania

Years of Academic Experience: 42

International Experience: Study in France, teaching in Canada (Quebec)

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Spanish: Speaking (2), Reading (3), Writing (2), Comprehension (3)

German: Speaking (1), Reading (2), Writing (1), Comprehension (2)

Italian: Speaking (1), Reading (3), Writing (1), Comprehension (2)

Time Devoted to Canadian Studies teaching, research, or consulting: 75%

Canadian Studies Courses Taught (100%): Quebec Poetry, Quebec Theatre

French Courses Taught (100%): French Conversation and Composition I, II; French Conversation and Composition I, II; Advanced French Grammar; Translation and Comparative Stylistics; 20th Century French Literature, Theatre and Poetry; French Film Survey

Canadian Studies Service: Canadian-American Executive Committee

Research and/or Teaching Specialization: 19th and 20th century continental French literature; Québec poetry; Québec theater; Québec writer Anne Hébert; Québec cinema; French Cinema.

Number of Dissertations/Theses Supervised in the last 5 years: 1 M.A. theses

DR. JANE S. SMITH (ME)

Department: Modern Languages and Classics

Tenure Status: Tenured

Education (Degree): Ph.D. 1994, University of Washington

Years of Academic Experience: 24

International Experience: Canada, France, India, Italy, Scotland, Switzerland

Foreign Language Competence: 0=none to 4=fluent

French: Speaking (4), Reading (4), Writing (4), Comprehension (4)

Italian: Speaking (1), Reading (2), Writing (1), Comprehension (1)

Russian: Speaking (1), Reading (1), Writing (1), Comprehension (1)

Oral Proficiency Interview rating - French: Superior, August, 2017

Time Devoted to Canadian Studies teaching, research, or consulting: 30%

Canadian Courses Taught (100%): FRE 442 North American French Language and FRE 542 Seminar in North American French Language

Canadian Studies Service: Member, Atlantic Provinces Linguistic Association; VP/President Elect and President, Atlantic Provinces Linguistic Association 2005-2009

Research and/or Teaching Specialization: North American French dialects, French linguistics, history of the French language, elementary and intermediate French language, introduction to linguistics (in English), methods in teaching foreign languages (in English).

Language Proficiency Training: November 2002, Provo, Utah

Recent publications: Smith, Jane. 2015. "A Role for World Languages in Improving Maine's Economic Climate." *Maine Policy Review* 24.1:152 -158, <http://digitalcommons.library.umaine.edu/mpr/vol24/iss1/42>.

Recent Distinctions: Inducted as an Honorary member, Phi Beta Kappa, Delta Chapter. April 2014.

MATTHEW SMITH (SUNY Plattsburgh)

Department: Center for the Study of Canada/Institute on Québec Studies

Tenure Status: Adjunct Lecturer; Non-tenured

Education (Degree): M.A. 1996 Concordia University

Years of Academic Experience: 25

International Experience: Canada

Time Devoted to Canadian Studies teaching, research or consulting: 100%

Canadian Courses Taught (100%): Canadian Cinema, Introduction to Canada, Québec Cinema

Canadian Courses Taught (25% - 99%): N/A

Canadian Studies Service: Associate of the Center for the Study of Canada (CESCA); Member, Association for Canadian Studies in the United States (ACSUS); Member, American Council for Québec Studies (ACQS)

Research and/or Teaching Specialization: Film/Cinema in Canada

Recent Publications: N/A

Number of Dissertations/Theses Supervised in the last 5 years: N/A

Recent Distinctions: N/A

AMY SOTHERDEN (SUNY Plattsburgh)

Department: Center for the Study of Canada and Institute on Québec Studies

Tenure Status: Assistant Director

Education (Degree): M.A. 2004 Syracuse University

Years of Academic Experience: 15

International Experience: Canada, France, Great Britain, India, Kenya, Morocco, Thailand, Tunisia, Uganda, Zambia

Foreign Language Competence: French: Speaking (3); Reading (3); Writing (3); Comprehension (3)

Time Devoted to Canadian Studies teaching, researching or consulting: 100%

Canadian Courses Taught (100%): Organizer of education outreach programs in Canada: Québec Dimensions Summer Institute for K-12 Educators (45 contact hours); Summer Institute for Teachers of French (45 contact hours); Québec Summer Seminar for social science and humanities faculty (40 contact hours); Québec Winter Symposium for French language faculty (15 contact hours); Youth Ambassadors three-week exchange program

Canadian Courses Taught (25% - 99%): Guest Lecturer, Introduction to Canada

Canadian Studies Service: Secretary, Association for Canadian Studies in the U.S.; Member, American Council for Québec Studies; Member, Association internationale des études québécoises; Member, National Council for the Social Studies/Canada Community; Canadian content presentations to K-12 audiences; Departmental Elected Faculty Senate Representative

Research/Teaching Specialization: Outreach and professional development on Canadian/Québec content in K-16 curriculum; contemporary Québec; French Colonial America; Canadian Arctic; Indigenous people of Canada; Children's literature and cultural sensitivity

Recent Publications: "Arctic – A Global Hot Spot: Resources for Teaching the Geography of the Contemporary Canadian Arctic"; with E. Arntzen. *The Geography Teacher*. National Council for Geographic Education, Vol. 8, No. 2, June 2011, pages 75-81.

DR. CARLY SPONARSKI (ME)

Department: Wildlife, Fisheries, and Conservation Biology

Title: Assistant Professor of Human Dimensions of Wildlife and Fisheries Conservation (tenure track)

Education: Ph.D., Natural Resource Geography, Memorial University (2014); M.E.Des, Environmental Science, University of Calgary (2010); B.S., Biology, University of British Columbia (2006)

Years of Academic Experience: 2

International Experience: Canada

Time Devoted to Canadian Studies teaching, research, or consulting: 20%

Courses 25%-99% CS: WLE 445: Management of Endangered and Threatened Species; WLE 461: Human Dimensions of Fisheries and Wildlife Conservation; WLE 470: Wildlife Policy and Administration

Research and/or Teaching Specialization: Intersection of human (social systems) and natural resources (ecological systems), examining the social impacts of resource management

Recent Publications:

Sponarski, C.C., Loeffler, T.A., Vaske, J.J. & Bath A. J. (2016) "Changing attitudes and emotions toward coyotes with experiential education." *Journal of Environmental Education*. 47(4):296-306 DOI: <http://dx.doi.org/10.1080/00958964.2016.1158142>

Sponarski, C.C., Vaske, J.J., & Bath, A.J. (2015) "Attitudinal differences among residents, park staff, and visitors toward coyotes in Cape Breton Highlands National Park, Nova Scotia, Canada." *Society and Natural Resources*. 28(7): 720-732.

Sponarski, C.C. (2015) "Can we have wolves and caribou too?" *The Osprey: The Nature Journal of Newfoundland and Labrador*. 46(3): 18-21

DR. STEFANO TIJERINA, LIBRA PROFESSOR (ME)

Department: History/ Political Science / School of Business / School of Policy and International Affairs / Honors College

Education (Degree): Ph.D., 2012 University of Maine **Years of Academic Experience:** 6

International Experience: Research in Canada, US and South America

Foreign Language Competence: Native Spanish speaker

French: Speaking (1), Reading (3), Writing (0), Comprehension (2)

Portuguese: Speaking (1), Reading (4), Writing (1), Comprehension (3)

Time Devoted to Canadian Studies teaching, research, or consulting: 60%

CS Courses Taught: Canada and the U.S., 1783-Present, Modern Canadian History, Introduction to Canadian Studies, Canadian-U.S. Business Relations, The Canadian Economy: Issues and Policy, Canadian Foreign Policy

Research and/or Teaching Specialization: Transnational, Economic, and Business History of the Americas

Recent Publications: *Filling in the Gaps in the Americas: Canada and Colombia, 1767-1968*. Toronto: University of Toronto Press. (forthcoming).

“Demarcando una Estrategia Latinoamericana: Las Iniciativas del Sector Privado Canadiense en Colombia, 1904-1953.” Lopes y Zuleta eds. *Mercados en Común: Estudios sobre Conexiones Transnacionales, Negocios y Diplomacia en las Américas (siglo XIX y XX)*. D.F. México: El Colegio de México, 2016.

“One Size Fits All? Canadian Development Assistance to Colombia, 1953-1972.” Donaghy, Marshall, and Webster eds. *“A Samaritan State” Revisited: Historical Perspectives on Canadian Foreign Aid, 1950-2016*, Calgary: University of Calgary Press (forthcoming)

“Cocaine and Canada in the 1970s.” Malleck and Warsh eds. *History under the Influence: Essays on Alcohol and Drugs*, Vancouver: University of British Columbia Press (forthcoming)

Peer-Reviewed Journal Articles

“Canadian Official Development Aid to Latin America: The Struggle over the Humanitarian Agenda, 1963-1977.” *Journal of Canadian Studies / Revue d'études canadiennes* 51, no. 1 (Winter 2017): 217-244.

“The Role of Canadian Financial Entities in the Development of Colombia’s Financial Markets, 1896-1939.” *Ensayos Sobre Política Económica* 30, no. 67 (2012): 252-79.

“One Cinderblock at a Time: Historiography of Canadian-Latin American and Canadian-Colombian Relations.” *Desafíos* 1, no. 24 (2012): 275-292.

ACRONYMS GUIDE

AACC	American Association of Community Colleges	CIEF	Le Conseil International d'Études Francophones	GSA	General Services Administration
AACU	Association of American Colleges and Universities	CLAC	Cultures and Languages Across the Curriculum	IA	International Affairs
AATF	American Association of Teachers of French	CONNECT	Comprehensive nationally focused program dedicated to mentoring of new Canadianists for the U.S. higher education community	ICCS	International Council for Canadian Studies
ACQS	American Council for Québec Studies	CPP	Competitive Preference Priority	ISA	International Studies Association
ACSUS	Association for Canadian Studies in the United States	CS	Canadian Studies	IRB	Institutional Review Board for the Protection of Human Subjects
ACTFL	American Council on the Teaching of Foreign Languages	DFAIT	Department of Foreign Affairs and International Trade Canada	JSTOR	Digital library of academic journals, books, and primary sources
AIÉQ	Association internationale des études québécoises	DOE	U.S. Department of Education	K-12	Kindergarten through grade 12 (elementary and secondary)
AP	Absolute Priority and Advanced Placement	DVD	Digital Versatile Disc	M.A.	Masters of Arts
ARCS	American Review of Canadian Studies	FIPSE	Fund for the Improvement of Post-Secondary Education	M.A.T.	Master of Arts in Teaching
AY	Academic Year	FLAS	Foreign Languages and Area Studies (US DOE)	M.B.A.	Masters of Business Administration
B.A.	Bachelor of Arts	FLL	Foreign Languages and Literature	MITC	Maine International Trade Center
CBC	Canadian Broadcasting Corporation	FR	French	M.S.	Master of Science
		G	Graduate	M.Sc	Master of Science
		G8	Group of eight industrialized countries	MANECCS	Middle Atlantic-New England Council of Canadian Studies
				ME	University of Maine
				MLA	Modern Language Association

MLC	Modern Languages and Classics	PI	Principal Investigator	WPT	Writing Proficiency Test
MSCSS	Middle States Council for the Social Studies	PLATTCAT	Plattsburgh Library Catalog	WSSA	Western Social Science Association
MSI	Minority Serving Institution	PMF	Performance Measure Form	WWU	Western Washington University
NAFTA	North American Free Trade Agreement	PNWNRC	Pacific Northwest Canadian Studies consortium	YR	Year
NATO	North Atlantic Treaty Organization	QS	Quebec Studies		
NB	New Brunswick	SPIA	School of Policy & International Affairs		
NCSS	National Council for the Social Studies	SSHRC	Social Sciences and Humanities Research Council of Canada		
NEH	National Endowment for the Humanities	STEM	Science, Technology, Engineering, Math		
NEPSA	New England Political Science Association	SUNY-P	State University of New York at Plattsburgh		
NHL	National Hockey League	UG	Undergraduate		
NRC	National Resource Center (US DOE)	UM	University of Maine		
NS	Nova Scotia	UNB	University of New Brunswick		
NY	New York	UP	University Press		
NYS AFLT	New York State Association of Foreign Language Teachers	URSUS	University Resources Serving users State-Wide		
NYSCSS	New York State Council for the Social Studies	USM	University of Southern Maine		
OPI	Oral Proficiency Interview	UW	University of Washington		
PEI	Prince Edward Island	VASS	Vermont Alliance for the Social Studies		
Ph.D.	Doctor of Philosophy				

PROJECT GOAL (1): Increase by 10% over baseline the number of US K-12 teachers using or creating high quality CS/FR content in the classroom during the grant period as compared to the prior four year period.

PERFORMANCE MEASURE (1)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% over baseline number of K-12 teachers trained in CS/FR content each project year.	(A) TEACHER TRAINING Target K-12 schools for professional development by end of grant period, using high quality CS/FR content and resources in the professional development.	Number of presentations to teachers including teacher trainings	Annually	Presentations, participation lists	12	12	14	16	18
		INDICATOR (2)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
		Number of teachers attending training	Annually	Outreach workshop participant lists	120	120	130	140	150
	ACTIVITY (2)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
	(B) SUMMER INSTITUTES Conduct CS/FR summer institutes in Canada for K-12 teachers and increase percentage of participants who report the institute helped them in their teaching.	Increase in institute participants reporting the outcomes of participation included increased teaching about CS/FR content	Annually	High percent of institute participants who report their increased use of CS/FR content in their teaching. Baseline and targets will indicate percentage.	50%	50%	60%	70%	75%
PERFORMANCE MEASURE (2)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the number of high quality standards based curricular resources with CS/FR	CURRICULUM and/or MATERIALS Develop or support development of high quality CS/FR curriculum	Number of high quality CS/FR resources developed	Annually	CS/FR Outreach coordinators, Teachers, Curriculum Coordinators	1	1	3	5	7
		INDICATOR (2)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4

content available to U.S. K-12 teachers each project year.	materials, including supporting teachers developing CS/FR materials.	Number of K-12 educators to receive CS materials	Annually	contact lists for eNewsletter/conference exhibits, and website visits/downloads	7000	7000	8000	9000	9900
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PROJECT GOAL (2): Increase by 10% over baseline the number of faculty who demonstrate successful integration of CS/FR content into their teaching, research and outreach activities during the grant period.

PERFORMANCE MEASURE (1)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% faculty supported in research and outreach activities to include publishing in CS/FR content, with a particular emphasis on Minority Serving Institutions, Community Colleges and Professional school faculty.	LINKAGES and/or PARTNERSHIPS, OUTREACH, RESEARCH Support faculty research and outreach activities through SUNY work with Minority Serving Institutions.	Number of faculty supported	Annually	Faculty Count, Faculty feedback	20	20	20	22	24

PERFORMANCE MEASURE (2)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% faculty supported in professional development activities for expanding CS/FR content in teaching, with particular emphasis on Minority Serving Institutions, Community College and Professional School faculty.	FACULTY TRAINING/ PROFESSIONAL DEVELOPMENT, LANG INSTRUCTION, VISITING FACULTY Provide a variety of professional development opportunities to CS/FR faculty to include FR immersion experience/training, seminars, conferences, and linkages with CS/FR faculty and scholars.	Number of faculty served by professional development	Annually	Faculty activity, Faculty feedback	15	15	17	19	21

PROJECT GOAL (3): Increase by 10% over baseline the number of students (undergraduate, M.A., Ph.D. levels) completing CS/FR courses, certificate, minor and degree programs during the grant period.

PERFORMANCE MEASURE (1)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the number of students (undergrad and graduate) enrolled in CS/FR content courses during the grant period.	Dissemination of the benefits of interdisciplinary nature of CS/FR program including major, minor, certificate to faculty and students.	Number of episodes of dissemination to students and faculty	Annually	NRC offices, faculty feedback	10	10	12	14	15
		INDICATOR (2)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
		Increase in CS/FR course enrollment	Annually	Student records	2500	2500	2700	2900	3000
PERFORMANCE MEASURE (2)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase the number of course offerings at the undergraduate and graduate levels with 25% or more CS/FR content during the grant period.	AREA STUDIES INSTRUCTION Develop new strategies with CS/FR faculty to increase courses offered at all levels with 25% or more CS/FR content, and to include increasing courses offered at Minority Serving Institutions and Community Colleges.	Number of CS/FR courses offered and run	Annually	Lists of courses with enrollment	80	80	82	85	90
PERFORMANCE MEASURE (3)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase the number of students completing the CS/FR certificate, minor, M.A. or Ph.D. requirements.	AREA STUDIES INSTRUCTION Increase the number of students enrolling and completing CS/FR programs by marketing to a larger pool of students.	Greater number of students completing the CS/FR programs	Annually	Program rosters	15	15	17	19	21

PROJECT GOAL (4): Increase by 10% over baseline the number of CS/FR program students placed in government, industry, and higher education positions.

PERFORMANCE MEASURE (1)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the number of employment and graduate level degree programs or post-doc opportunities.	LINKAGES and/or PARTNERSHIPS Work with government, industry and educational organizations to identify employment and higher educational opportunities for CS/FR program graduates.	Number of opportunities	Annually	NRC centers	0	0	2	3	4
PERFORMANCE MEASURE (2)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the number of internships and compensated internship opportunities for CS/FR students in business, media, non-profit and other organizations.	STUDENT INTERNSHIPS Work with business, media, non-profit and other organizations to create linkages between CS/FR students and internship opportunities.	Number in internship	Annually	NRC centers	1	1	2	3	4
PERFORMANCE MEASURE (3)	ACTIVITY (1)	INDICATOR (1)	FREQ	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the number of Alumni employed in areas of national need.	Track alumni with CS/FR specialization and their employment in areas of national need.	Track alumni working in government service, education, business, private/public sector	Annually	Alumni Center	10	10	12	14	15

PROJECT GOAL (5): Increase the number of communications and outreach events between NRC and business community, media outlets and general public groups to raise the level of CS/FR education.

PERFORMANCE MEASURE (1)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% the communication between NRC and business community, media outlets and general public groups to raise the level of CS/FR education.	DISSEMINATION Work with direct and indirect dissemination avenues including social media, to open communication channels and to increase communication about CS/FR events and activities.	Number of communications with specified groups	Annually	NRC centers	8	8	10	12	14
PERFORMANCE MEASURE (2)	ACTIVITY (1)	INDICATOR (1)	FREQ.	DATA SOURCE	BL	T1	T2	T3	T4
Increase by 10% over baseline the number of activities reflecting diverse perspectives and a wide range of views, that generate debate on world regions and international affairs.	NRC will Host activities that will present diverse perspectives in topics and panels.	Number of activities	Annually	NRC center	8	8	9	10	12

Budget Narrative File(s)

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Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
A. PERSONNEL												
1. Administrative												
a. Accounts Support Specialist, UMaine (50% - 12 months) [Pg. 6 - AP]	14,739			15,181			15,560			15,949		
b. Administrative Assistant, Part-Time 3 month/12 week summer position for NRC program initiatives [Pg. 8 - AP]		6,000			6,000			6,000			6,000	
2. Area and other instruction												
a. Political Science lecturer for 1 course [Pg. 6 - AP]	5,000			5,000			5,000			5,000		
b. Betsy Arntzen, Outreach Coordinator (100% - 1 month summer salary) [Pg. 6 - AP, CPP]	3,946			4,064			4,165			4,269		
c. CAN 101 Course Development [Pg. 6 - AP]	1,000			1,000			1,000			1,000		
d. CS Course Development [Pg. 6 - AP]	5,000			5,000			5,000			5,000		
e. Quebec Summer Language Institute (100% - 1 month faculty summer) [Pg. 3 - AP]				5,000						5,000		
3. Research												
a. Cartographer (temporary) Arctic/Inuit map (100% - 2 months temp salaried)				10,000			10,000					

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
[Pg. 5 - AP]												
SUBTOTAL PERSONNEL	29,685	6,000	35,685	45,245	6,000	51,245	40,725	6,000	46,725	36,218	6,000	42,218
B. FRINGE BENEFITS												
1. University of Maine	12,387			15,617			13,203			16,136		
Proj.: 52.3% 2018, 53.4% 2019-2022												
7.6% 2018, 7.8% 2019-2022 temp rate	456			1,248			1,248			468		
2. SUNY- Plattsburgh												
Proj: 41% 2019-2020, 44% 2021-2022		2,460			2,460			2,640			2,640	
SUBTOTAL FRINGE BENEFITS	12,843	2,460	15,303	16,865	2,460	19,325	14,451	2,640	17,091	16,604	2,640	19,244
C. TRAVEL												
1. Canadian Travel												
a. American Council for Quebec Studies (ACQS) Conference (in Canada) 6 faculty, travel & per diem 5 faculty, travel & per diem @ \$800 [Pg. 6 - AP]							8,000	4,000				
b. International Council for Canadian Studies (ICCS) Annual Meeting 1 faculty, travel & per diem [Pg. 6 - AP]								1,000				
c. Quebec literature conference 1 faculty, travel & per diem @ \$1,500 [Pg. 6 - AP]	1,500			1,500			1,500			1,500		

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
d. Canadian Historical Assoc. (CHA) Conference 1 faculty travel & per diem [Pg. 6 - AP]	1,000			1,000			1,000			1,000		
e. Atlantic Canada Studies Conference 1 faculty travel & per diem [Pg. 6 - AP]										1,000		
f. The Association for Canadian Studies in the United States (ACSUS) Conf. Montreal, November 2019 6 faculty, travel & per diem @ \$1,500 8 faculty, travel & per diem @ \$1,000 [Pg. 6 - AP]				9,000	8,000							
g. International Conference of Historical Geographers 1 faculty travel & per diem @ \$2,000 [Pg. 6 - AP]							2,000					
h. International Conference for the History of Cartography 1 faculty travel & per diem [Pg. 6 - AP]	2,000						2,000					
i. Canadian Economics Assoc. Conf. 1 faculty travel & per diem [Pg. 6 - AP]	500			500			500			500		
j. Atlantic Canada Economics Association Conference 1 faculty travel & per diem	500			500			500			500		

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
[Pg. 6 - AP]												
k. Canadian Association of Geographers Conference 1 faculty travel & per diem [Pg. 6 - AP]	500			500			500			500		
l. Atlantic Canada Chapter of the Association of Canadian Geographers 1 faculty travel & per diem [Pg. 6 - AP]	500			500			500			500		
m. Consortium K-12 Summer Teachers Institute 1 staff, travel & per diem [Pg. 3 - AP, CPP]		1,500						1,500				
n. Consortium Quebec Summer Language Institute 1 staff, travel & per diem [Pg. 3 - AP, CPP]					1,500						1,500	
o. "National Colloquium on Canada" Annual scholarly colloquium between Northeast & Northwest CS consortia Montreal, March 2019 2 faculty/staff, travel & per diem [Pg. 2 - AP]		2,000										
2. Domestic Travel												
a. The Association for Canadian Studies in the United States (ACSUS) Conf. Detroit, November 2021												

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
6 faculty, travel & per diem @ \$1,500 8 faculty, travel & per diem @ \$1,000 [Pg. 6 - AP]										9,000	8,000	
b. American Council for Quebec Studies (ACQS) Conference (in U.S.) 6 faculty, travel & per diem @ \$1,500 5 faculty, travel & per diem @ \$800 [Pg. 6, 8 - AP]	9,000	4,000										
c. Mid-Atlantic and New England Council on Canadian Studies (MANECCS) Conference 1 faculty, travel and per diem 3 faculty, travel and per diem @ \$500 [Pg. 6, 8 - AP]	1,500	1,500					1,500	1,500				
d. Pacific Northwest CS Consortium (PNWCSC) Conference & Annual General Meeting 1 faculty/staff travel and per diem [Pg. 8 - AP]		1,250			1,250			1,250			1,250	
e. Western Social Sciences Association (WSSA) Conference 1 faculty/staff, travel and per diem [Pg. 8 - AP]		1,250			1,250			1,250			1,250	
f. International Studies Association (ISA) Conference 1 faculty, travel and per diem [Pg. 8 - AP]		1,500			1,500			1,500			1,500	

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
g. International Education at the Crossroads Symposium Indiana U (Oct. 2018) 1 faculty, travel, and per diem [Pg. 6 - AP]	1,500											
h. American Association of Geographers Conference 1 faculty, travel & per diem [Pg. 6 - AP]	1,500			1,500			1,500			1,500		
i. National Council for the Social Studies (NCSS) Conference - K-12 outreach 1 staff for meeting, travel & per diem travel & per diem @ \$1,250 1 staff for meeting, travel & per diem travel & per diem @ \$1,750 [Pg. 6, 53 - AP]	1,250			1,250			1,250			1,250		
		1,750			1,750			1,750			1,750	
j. New England Regional Council (NERC) Teachers K-12 Conference 1 staff travel & per diem @ \$500 1 staff travel & per diem @ \$1,100 [Pg. 3 - AP, CPP]	500			500			500			500		
		1,100			1,100			1,100			1,100	
k. Middle States Council of Social Studies (MSCSS) K-12 Conference 1 staff travel & per diem [Pg. 3 - AP, CPP]		750			1,400			750			1,400	
l. New York State Council for the Social Studies (NYSCSS) K-12 Conf. 1 staff travel & per diem		1,000			1,000			1,000			1,000	

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

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National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
[Pg. 3 - AP, CPP]												
m. Vermont Alliance for the Social Studies (VASS) K-12 Conference 1 staff travel & per diem [Pg. 3 - AP, CPP]		500			500			500			500	
n. Consortium faculty exchange 1 faculty travel & per diem [Pg. 5 - AP]	1,000				1,000		1,000				1,000	
o. Consortium directors meeting Portsmouth, NH 3 faculty and staff travel & per diem 2 faculty and staff travel & per diem	1,500	1,500		1,500	1,500		1,500	1,500		1,500	1,500	
p. Title VI Conference, Washington D.C. 2 faculty and staff travel & per diem 2 faculty and staff travel & per diem [Pg. 8 - AP]	3,000	1,500										
q. MSI Community College & University Curriculum Development Workshops at Canadian Consulates 1 staff @ \$1,000 3 staff/faculty @ \$1,000 [Pg. 1, 59 - AP]	1,000	3,000		1,000	3,000		1,000	3,000		1,000	3,000	
r. "Canada and the American K-12 Curriculum: A National Perspective" conference - Embassy of Canada 1 staff @ \$1,000 2 staff/faculty @ \$1,000							1,000	2,000				

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
[Pg. 1 - AP, CPP]												
s. "Teaching Canada Workshops" in NY, MA, GA. CO, OK 1 staff travel and per diem 2 staff travel and per diem; 1 faculty travel and per diem [Pg. 3 - AP, CPP]	500	3,000		500	4,400		500	3,885		500	4,400	
SUBTOTAL TRAVEL	28,750	27,100	55,850	19,750	29,150	48,900	26,250	27,485	53,735	20,750	29,150	49,900
D. SUPPLIES												
1. Library acquisitions (Includes \$2,500 ME- Law Library) [Pg. 6 - AP]	12,000	3,000		12,000	3,500		12,000	3,000		12,000	3,500	
2. Library Canadian Periodicals Index Electronic Database Subscription [Pg. 6 - AP]	1,500	750		1,500	750		1,500	750		1,500	750	
3. Teaching Materials for K-12 workshops & outreach incl. "Questions about Canada Inquiry Design Models" [Pg. 6, 8 - AP, CPP]	500	1,000		500	1,000		500	1,000		500	1,000	
4. Materials for Teacher Resource Center Canada Valise/ Canadian Cultural Satchels [Pg. 6, 8 - AP, CPP]	500	1,250		500	1,250		500	1,250		500	1,250	
5. Curriculum Development Dossiers for University/Community Colleges												

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

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National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
MSI Workshops [Pg. 1 - AP]		2,000			2,000			2,000			2,000	
6. Office Supplies [Pg. 6, 8 - AP]	3,815	2,000		4,584	2,335		4,518	2,500		5,372	2,500	
7. Digital Communications for Outreach Teaching Canada eNewsletter/Website Supplies (MailChimp, Vimeo, website, and other electronic resources) [Pg. 4 - AP, CPP]	1,000			1,000			1,000			1,000		
		2,500			3,000			2,500			2,350	
SUBTOTAL SUPPLIES	19,315	12,500	31,815	20,084	13,835	33,919	20,018	13,000	33,018	20,872	13,350	34,222
E. OTHER												
1. Consortium												
a. MSI Community College & University Curriculum Development Workshops at Canadian Consulates [Pg. 1 - AP]		4,000			5,000			5,000			5,000	
b. "Canada and the American K-12 Curriculum: A National Perspective " conference - Embassy of Canada [Pg. 1 - AP, CPP]								6,000				
c. "National Colloquium on Canada " Annual scholarly colloquium between Northeast & Northwest CS consortia [Pg. 2 - AP]		10,000										

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
d. "National Colloquium on Canada " New Directions in the Northeastern Borderlands Conference, Spring 2022 [Pg. 3 - AP]										10,000		
e. Consortium K-12 Summer Teachers Institute [Pg. 3 - AP, CPP]	8,000	7,000					8,000	7,000				
f. Consortium Quebec Summer Language Institute [Pg. 3 - AP, CPP]				8,000	8,000					8,000	8,000	
g. Services fees - Consortium exhibits conf.: ACSUS, ACQS, NCSS, NERC, MSCSS, VASS, NYSCSS, AACC [Pg. 4 - AP, CPP]	3,000	2,000		3,000	2,500		3,000	2,500		3,000	2,500	
h. Consortium Evaluation Professional Service Fee @\$3,000 Travel & per diem @\$1,000 [Pg. 21 - AP]										1,500 500	1,500 500	
i. External Evaluation Professional Service Fee @\$1,000 [Pg. 24 - AP]	1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000	
2. University of Maine												
a. Atlantic Canada Studies Conference May 2020 [Pg. 6 - AP]				8,500								

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
b. New England-Atlantic Region Environmental History Forum, 2021 [Pg. 6 - AP]							5,000					
c. Colloquium on Kerouac and French Canada (Spring 2022) [Pg. 6 - AP]										5,000		
d. "Coming Home to Indigenous Place Names in Canada" Online French ed, cartography & web development [Pg. 6 - AP]	4,000											
e. Canadian Arctic Climate Change & Inuit Culture map 1. Research Travel \$4,000 2. Printing \$8,000 [Pg. 5 - AP]				4,000			8,000					
f. Canadian Studies Lecture Series Visiting Lecturers 1. Professional services for 2 @ \$1,000 2. Travel & per diem for 2 @\$1,000 [Pg. 6 - AP]	2,000 2,000			2,000 2,000			2,000 2,000			2,000 2,000		
g. Quebec May Term Transportation [Pg. 6 - AP]	1,500			1,500			1,500			1,500		
h. Colloquium on Canadian Arctic and Climate Change map [Pg. 5 - AP]	12,000											

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

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National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
i. Review Colloquium on Canadian Arctic and Climate Change map [Pg. 5 - AP]										3,000		
j. Canadian-American Center 50th Anniversary Website [Pg. 6 - AP]	6,000											
3. SUNY Plattsburgh												
a. SUNY-P/ Fulbright Canada/ Bridgewater State/Cdn Museum of History Conference <i>Canada and 1968</i> [Pg. 6 - AP]		5,000										
b. SUNY-P/Harvard Fulbright Canada conference on <i>Canadian Foreign Policy</i> - Oct. 2019 [Pg. 7 - AP]					7,000							
c. SUNY-P/ACSUS/Univ. of Toronto conference - <i>Canadian Studies in U.S.</i> Toronto - September 2020 [Pg. 7 - AP]								7,000				
d. SUNY-P/University of Maryland conference on <i>Canada, the U.S., and Global Economic Forces</i> - Sept. 2021 [Pg. 7 - AP]											7,500	
e. SUNY-P/Fulbright Canada/ University of Hawaii Manoa Canada Colloquium [Pg. 7 - AP]		6,442			7,342			5,662			5,662	

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

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	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
f. SUNY-P/Bishop's University Faculty Student Colloquium on Quebec [Pg. 8 - AP]		1,500			2,000			1,500			1,985	
g. <i>Teaching Canada Workshop</i> Professional Services and Travel 3 scholars @ \$1,000 [Pg. 3 - AP, CPP]		3,000			3,000			3,000			3,000	
h. <i>Questions About Canada Inquiry Design Models</i> : Professional Services for 3 scholars @ \$500 [Pg. 3 - AP, CPP]		1,500			1,500			1,500			1,500	
i. SUNY/McGill University/Bridgewater Rotating Distinguished Lecture [Pg. 8 - AP]		750			750			750			750	
j. SUNY-P/Bishop's University Faculty Exchange Program [Pg. 8 - AP]		1,000			1,000			1,000			1,000	
k. New York State K-12 Professional Development Teachers Workshops Professional services fee & travel [Pg. 4 - AP, CPP]		1,285			1,500			1,500			1,500	
l. New York State CS Curriculum Guide Book [Pg. 4 - AP, CPP]		1,000			1,500			1,000			1,000	
m. SUNY-P Distinguished Canadian		1,000			1,000			1,000			1,000	

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2018-2022

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National Resource Center Budget	Year 1 (2018-2019)			Year 2 (2019-2020)			Year 3 (2020-2021)			Year 4 (2021-2022)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
Annual Address [Pg. 7 - AP]												
n. Canadian Course Development Grants [Pg. 8 - AP]		4,000			4,000			4,000			4,000	
o. Canadian Speakers Series Visiting Scholars program Professional services & travel 2 scholars @ \$500 [Pg. 8 - AP]		1,000			1,000			1,000			1,000	
SUBTOTAL OTHER	39,500	51,477	90,977	30,000	48,092	78,092	30,500	50,412	80,912	37,500	48,397	85,897
DIRECT COSTS	130,093	99,537	229,630	131,944	99,537	231,481	131,944	99,537	231,481	131,944	99,537	231,481
INDIRECT COSTS @ 8%	12,407	7,963	20,370	10,556	7,963	18,519	10,556	7,963	18,519	10,556	7,963	18,519
TOTAL NRC BUDGET FOR YEAR	142,500	107,500	250,000	142,500	107,500	250,000	142,500	107,500	250,000	142,500	107,500	250,000
FLAS TRAINING STIPENDS* *[Section 4, 9, 10, 11- AP, CPP]	121,500	0	121,500	121,500	0	121,500	121,500	0	121,500	121,500	0	121,500
TOTAL COSTS	264,000	107,500	371,500	264,000	107,500	371,500	264,000	107,500	371,500	264,000	107,500	371,500

*Year 1 UMaine indirect costs include additional \$2,000 charged on first \$25,000 of subrecipient award per UMaine Office of Research.

ACRONYMS	
AP	Absolute Priority
CPP	Competitive Preference Priority